

What Is It?

NAEVB

National Association of Educational Broadcasters

Who Belongs?

which
and

How Do I Join?

How Is It Organized?

What are its Services?

NAEB

National Association of Educational Broadcasters

Services to Membership

Engineering Service

Placement Service

Monthly Newsletter and Journal, plus periodic publications on educational broadcasting

Grants-in-Aid in programming, research and workshops

Prestige productions (several available in book and album form)

Consultation Services

Workshops, seminars, scholarships, professional development

Washington Legal Counsel

NAEB Radio Network

Research in all phases of educational broadcasting

What are its Services?

Who Belongs?

134 educational institutions and organizations owning and operating a total of 174 educational radio and/or educational television stations (active members)

97 educational institutions and organizations producing educational radio and television programs independently or over commercial stations (associate members)

62 other organizations interested in the general development of educational broadcasting (affiliate members, sustaining members and industrial associates)

More than 300 individual members

(All membership figures as of September, 1958)

Types of Membership

Active - educational institutions and public service organizations owning and operating their own radio and/or TV stations.

Associate - institutions (as above) not owning stations, but operating production centers and regularly producing programs over a commercial outlet.

Affiliate - organizations interested in the general advancement of educational broadcasting.

Individual - persons interested in or seeking to promote educational, cultural and public service broadcasting.

Individual and Affiliate members may join the NAEB by filling out this blank on the other side. Persons interested in Active or Associate membership for their institution may use this blank to secure further information

How Do I Join?

How Is It Organized?

National Officers and Regional Directors
are elected by and from the membership.

National Headquarters and the Radio Network
employ a professional staff headed by the Executive Director,
Dr. Harry J. Skornia. Headquarters is located at
14 Gregory Hall, Urbana, Illinois.

How is it Financed?

Membership dues and the Radio Network fees account for a large part of operational expenses.

Foundation grants have permitted additional activities in educational broadcasting.

What Is It?

The national professional organization which since 1925 has represented the interests and served the needs of educational television and radio broadcasters.

Name _____
Address _____
Interest in or connection with educational broadcasting:

Please send me further information about Active Associate
(Institution or organization) _____

I hereby apply for individual membership (\$15.00 enclosed).
I hereby apply for affiliate membership (\$7.50 enclosed).

Urbana, Illinois
14 Gregory Hall
NAME

NAEB
14 Gregory Hall
Urbana, Illinois

I hereby apply for Individual membership (\$ 7.50 enclosed).

I hereby apply for Affiliate membership on behalf of
(\$ 15.00 enclosed).

(institution or organization)

Please send me further information about Active Associate

Name _____ Address _____
Interest in or connection with educational broadcasting: _____

NAEB

14 Gregory Hall
Urbana, Illinois

Enclosed is the proper amount to cover an individual membership in the category checked.

..... Individual Membership Student Membership Group Student Membership*
(\$7.50) (\$5.00) (\$4.00)

Name

Address

Advisor's signature and title

(for student application)

*Must be ten or more applications, complete with checks or money orders, at one time.

the national association of educational broadcasters

PRESIDENT

Harry J. Skornia

ADMINISTRATIVE

VICE PRESIDENT

Harold E. Hill

14 Gregory Hall

offices

Urbana, Illinois

*a national professional
organization representing
the interests
and serving the needs
of educational radio and tv
and teachers
using these media
as educational instruments*

NAEB

services

To its "individual" members, the National Association of Educational Broadcasters offers front-row participation in a twentieth-century phenomenon—the union of education and broadcasting. To help keep up with developments in the field, members receive a monthly *Newsletter* . . . a bimonthly *Journal* . . . digests of research . . . and other periodic publications. There are workshops . . . seminars . . . regional meetings . . . the annual national convention . . . programming and research grants-in-aid . . . use of the placement service . . . research, surveys, and reports in all phases of educational broadcasting.

INDIVIDUAL MEMBERSHIP of the NAEB has grown from 300 in March, 1959, to 529 as of December, 1959—an average growth of 25 per month. Individual members are individuals seeking to promote educational, cultural, and public service broadcasting. Many are engaged in educational broadcasting, in teaching broadcasting courses, or in utilizing broadcasting in the classroom. Regular individual memberships are \$7.50 per year. Bona fide graduate or undergraduate students may join for \$5 (with the student's advisor signing for him). If student applications are sent in groups of ten or more at one time, each student may join for \$4, and the instructor will receive a free membership.

ORGANIZATIONAL MEMBERSHIPS include educational institutions and organizations which own and operate educational radio and/or television stations (**ACTIVES**); such educational groups which produce educational programs independently or which operate closed-circuit television installations (**ASSOCIATES**); and other organizations interested in general educational broadcasting development (**AFFILIATES, SUSTAINING MEMBERS, INDUSTRIAL ASSOCIATES, and INTERNATIONAL ASSOCIATES**).

membership

The NAEB began 35 years ago, as a loosely knit organization of a few pioneers in educational broadcasting. As the only professional or trade association in the field, throughout the years it has worked to improve the professional status of the educational broadcaster—and the quality of educational programming. Nine years ago, members established a tape distribution network for educational radio. This self-supporting network today supplies over a hundred educational radio stations with ten hours of programming a week. You can help further the national effectiveness and development of educational broadcasting by joining the NAEB.

background

NATIONAL
ASSOCIATION
OF
EDUCATIONAL
ROADCASTERS

SINCE 1925

The only member-based association of educational institutions operating television and radio facilities in the United States.

WHO Heads NAEB?

National Officers and Directors are elected by and from the membership.

National Headquarters and the NAEB Radio Network employ a professional staff headed by the Executive Director.

WHAT is NAEB?

The National Association of Educational Broadcasters is a national professional organization representing the interests, and serving the needs of, educational radio and tv, and teachers using these media as educational instruments.

WHERE is NAEB Headquarters?

14 GREGORY HALL, URBANA, ILLINOIS

WHEN Was NAEB Organized?

It began in 1925 . . . 34 years ago!

WHY JOIN?

This leaflet gives details of services and benefits to you. Your membership strengthens national effectiveness and development of educational broadcasting.

NAEB Services for Members:

Programming and Research Grants-in-Aid

Monthly *Newsletter* and *Journal*

Plus other educational broadcasting periodic publications

Educational Television Fact Sheet Service
(Pertinent educational broadcasting research digests included as part of the *Journal*)

Prestige productions
(Several available in album and book form)

Free Placement Service

Workshops, seminars, regional and annual national meetings

Consultation and operational advice and aids

Research, surveys and reports in all educational broadcasting phases

Legal and management consultation services

Over 500 hours of educational programs distributed to member NAEB stations annually

WHO BELONGS . . .

ACTIVE MEMBERSHIPS include 144* educational institutions and organizations owning and operating a total of 185* educational radio and/or tv stations.

ASSOCIATE MEMBERSHIPS consist of 100* educational institutions and organizations which produce educational radio and/or tv programs independently or over commercial outlets; or operate closed circuit tv direct instructional installations.

AFFILIATE, SUSTAINING AND INDUSTRIAL ASSOCIATE MEMBERSHIPS comprise 64* other organizations interested in general educational broadcasting development.

INDIVIDUAL MEMBERSHIPS total in excess of 300* persons engaged in related work:

STAFF-PROFESSIONAL: staff members of educational stations, production centers, broadcast agencies, closed circuit installations, or public service departments of commercial stations and networks

TEACHER-PROFESSIONAL: those who use educational radio or tv in instruction or teach broadcasting courses.

INDIVIDUAL-AFFILIATE: any individual interested in, or seeking to promote, educational broadcasting (not qualifying in above categories)

Be an individual member by completing the application form on the back of this page and mail it with \$7.50 to NAEB, 14 Gregory Hall, Urbana, Illinois. Use this form also for institutional membership or student rate information.

(*ALL MEMBERSHIP FIGURES AS OF MARCH 1, 1959)

NAEB OFFICERS AND DIRECTORS · 1959

<i>President:</i>	MR. WILLIAM HARLEY WHA-AM-FM-TV University of Wisconsin Madison, Wisconsin
<i>1st Vice President:</i>	MR. JACK MCBRIDE KUON-TV University of Nebraska Lincoln, Nebraska
<i>2nd Vice President:</i>	MR. ROBERT SCHENKKAN Director, Radio-TV University of Texas Austin, Texas
<i>3rd Vice President:</i>	MR. GRAYDON AUSMUS Director, Broadcasting Services University of Alabama University, Alabama
<i>Secretary:</i>	DR. KEITH ENGAR KUED, University of Utah Salt Lake City, Utah
<i>Treasurer:</i>	MR. ROBERT COLEMAN 453 Rosewood East Lansing, Michigan
<i>Director Region I:</i>	MR. E. A. HUNGERFORD, JR. Metropolitan ETV Association, Inc. New York, New York
<i>Director Region II:</i>	MR. RAYMOND D. HURLBERT Alabama ETV Commission Birmingham, Alabama
<i>Director Region III:</i>	MR. JAMES S. MILES WBAA, Purdue University Lafayette, Indiana
<i>Director Region IV:</i>	DR. JOHN SCHWARZWALDER Twin City Area ETV Corporation University of Minnesota St. Paul, Minnesota
<i>Director Region V:</i>	MR. DUFF BROWNE Greater New Orleans ETV Foundation New Orleans, Louisiana
<i>Director Region VI:</i>	DR. KENNETH HARWOOD University of Southern California Los Angeles, California
<i>Director At-Large:</i>	MRS. GERTRUDE BRODERICK Radio-TV Office of Education U. S. Department of Health, Education and Welfare Washington, D. C.
<i>Executive Director:</i>	DR. HARRY J. SKORNIA NAEB Headquarters Urbana, Illinois

NAEB
14 GREGORY HALL
URBANA, ILLINOIS

Enclosed find seven dollars and fifty cents (\$7.50) to cover an individual membership in the category checked below:

STAFF-PROFESSIONAL TEACHER-PROFESSIONAL INDIVIDUAL-AFFILIATE (*Kindly list beside "position" below one or more of your qualifications as explained in this leaflet under "who belongs".*)

If not qualified for individual membership, check below the type of membership information desired.

AFFILIATE MEMBERSHIP

SPECIAL STUDENT RATE

NAME _____

ADDRESS _____

POSITION _____

**YOUR FUTURE
IN
EDUCATIONAL
BROADCASTING**

The NAEB
Educational
Television & Radio
Placement Service

14 GREGORY HALL
URBANA, ILLINOIS

HERE IS HOW YOU CAN MAKE YOUR TALENTS KNOWN TO EDUCATIONAL BROADCASTERS

One of the most rapidly expanding fields today is that of educational broadcasting. Every day it enters the homes of more and more people, bringing with it entertainment and instruction for every member of the family.

As a result of this expansion, the need for qualified personnel to operate educational stations is at a critical stage. If educational broadcasting is to continue its important work, energetic and talented people are urgently needed.

There are literally thousands of capable people who qualify for positions in this field. To these people, however, the problem of making their talents known to employers presents a difficulty. To mail resumes and letters of application to individual stations is a long, costly procedure. Employers, busy with pressing affairs, are burdened by these letters and often feel antagonistic toward them.

Educational broadcasters have long agreed that the creation of a central agency to handle personnel placement for them would eliminate all of these present problems.

To answer this need, the NAEB Placement Service was instituted in 1954 to centralize earlier efforts by various organizations. Its establishment was made possible by a grant from the Fund for Adult Education, on the advice of the Joint Committee on Educational Television, the National Citizens Committee for Educational Television, and the Educational Television and Radio Center.

The sole purpose of the Placement Service is to provide capable personnel to manage and staff the educational stations of the nation.

This service is free to all Individual Members of the NAEB.

To assure getting your credentials on the desks of prospective employers, write today and ask for our forms. When the forms are returned, you become qualified for immediate recommendation to employers. Your credentials are placed in neat, attractive folders which make a good impression.

For a position with a future, you are invited to take advantage of this free service. All matters are handled in a confidential manner and receive prompt, efficient and courteous attention.

ADDRESS ALL INQUIRIES TO:

Placement Officer, NAEB Placement Service

14 GREGORY HALL, URBANA, ILLINOIS

Here are some of the positions for which you might qualify

Producer	Announcer
Director	Cameraman
Boom Operator	Engineer
Music Director	News Director
Film Director	Projectionist
Floor Director	Art Director
Writer	Station Manager
Script Editor	Program Director

This is another service of the

**NATIONAL ASSOCIATION
OF EDUCATIONAL BROADCASTERS**

**14 GREGORY HALL
URBANA, ILLINOIS**

NAEB



NATIONAL
ASSOCIATION
OF
EDUCATIONAL
BROADCASTERS

NATIONAL HEADQUARTERS
14 GREGORY HALL
URBANA, ILLINOIS





NAEB

Officers and Directors .. 1959

<i>President:</i>	MR. WILLIAM HARLEY Stations WHA-AM-FM-TV University of Wisconsin Madison, Wisconsin	<i>Director Region I:</i>	MR. E. A. HUNGERFORD, JR. Metropolitan ETV Association, Inc. 345 E. 46th Street New York 17, New York
<i>1st Vice President:</i>	MR. JACK McBRIDE Station KUON-TV University of Nebraska Lincoln, Nebraska	<i>Director Region II:</i>	MR. RAYMOND D. HURLBERT Alabama ETV Commission 807 Protective Life Bldg. Birmingham, Alabama
<i>2nd Vice President:</i>	MR. ROBERT SCHENKKAN Radio-TV University of Texas Austin, Texas	<i>Director Region III:</i>	MR. JAMES S. MILES Station WBAA Purdue University Lafayette, Indiana
<i>3rd Vice President:</i>	MR. GRAYDON AUSMUS Broadcasting Services University of Alabama Box X University, Alabama	<i>Director Region IV:</i>	DR. JOHN SCHWARZWALDER Twin City Area ETV Corp. TSA Room 110 University of Minnesota St. Paul, Minnesota
<i>Secretary:</i>	DR. KEITH ENGAR Station KUED University of Utah Salt Lake City, Utah	<i>Director Region V:</i>	MR. DUFF BROWNE Station WYES Greater New Orleans ETV Foundation 916 Navarre Avenue New Orleans, Louisiana
<i>Treasurer:</i>	MR. ROBERT COLEMAN 453 Rosewood East Lansing, Michigan	<i>Director Region VI:</i>	DR. KENNETH HARWOOD Dept. of Telecommunications University of Southern California Los Angeles, California
<i>Past President:</i>	MR. FRANK E. SCHOOLEY Stations WILL-AM-FM-TV University of Illinois Urbana, Illinois	<i>Director At Large:</i>	MRS. GERTRUDE BRODERICK Radio-TV Section Office of Education U. S. Dept. of Health, Education and Welfare Washington 25, D. C.
<i>General Counsel:</i>	MR. LEONARD H. MARKS Cohn and Marks Cafritz Building Washington, D. C.		
<i>Management and Community Relations Consultant:</i>	MR. M. S. NOVIK Room 1200 300 W. 23rd Street New York 11, New York		

Headquarters Staff

14 Gregory Hall

Urbana, Illinois

<i>Executive Director:</i>	DR. HARRY J. SKORNIA	<i>Associate Director:</i>	MR. HAROLD E. HILL
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NAEB

PURPOSE . . . *a brief history*

AS A TRADE ASSOCIATION

Founded in 1925 as the Association of College and University Broadcasting Stations, NAEB (name changed in 1934) is the only U.S. association of educational institutions operating radio and television stations. It has grown from a membership of 23 in 1928 to over 300 educational institutions with radio-tv stations, production centers, and closed-circuit tv operations.

AS A PROFESSIONAL ASSOCIATION

Since 1957 NAEB has been the professional association for those engaged in educational broadcasting, production and teaching. It has sought to increase staff and member professional qualifications and status. NAEB is establishing standards for the first time in educational broadcasting history, standards for the various members who comprise this rapidly expanding profession, resulting in a professional stability similar to that of other recognized professions.

AS A RADIO NETWORK

Since 1949 the NAEB Radio Network has distributed over 500 hours of programming a year to member stations. This network has resulted in more distinguished programming from more diversified sources, than ever before possible in the field of educational broadcasting.



First Industrial Associate membership (1958) is presented by NAEB President Burton Pauli (Left) to Phillip A. Jacobson Manager of Instructional Tv. Motorola, Incorporated, General Electric, Radio Corporation of America, Ampex, General Precision Laboratories and Minnesota Mining are also Industrial Associates.



SERVICES

PROFESSIONAL ADVANCEMENT

Since 1951 NAEB has conducted over 20 educational program production and broadcasting workshops and seminars to provide intensive professional training for members. These conferences have concerned themselves with such diversified subject areas as: TELEVISION production, program planning, station management, staging and lighting, engineering, and children's tv programs RADIO program planning . . . audio and video recording . . . in-school program planning . . . in-school writing . . . educational broadcasting philosophy and research . . . and instructional uses of radio-tv.

Since 1954 NAEB has awarded 94 scholarships to educational broadcasters to permit advanced study through regular academic courses or through attendance at summer workshops in radio and tv conducted by recognized institutions of higher learning. Approximately 500 educational broadcasters have advanced themselves professionally through these scholarships and the above mentioned workshops and seminars.

Since 1956 NAEB has awarded 25 workshop grants-in-aid to educational institutions to permit them to bring in outstanding consultants or faculty members in order to upgrade the caliber of their workshops. This assistance (together with scholarships) has enabled some institutions to develop new programs or to expand their summer workshops by providing truly professional training.

COMMITTEE ACTIVITIES

The basic strength of the NAEB is in volunteer work of more than one hundred committee members who devote time and energy to the Association. Committees conduct surveys, prepare and edit workshop and seminar reports, screen program and research grants-in-aid applications, publish program and technical reports and bulletins, audition and select NAEB Radio Network programs, assist in financial planning, serve special interest group needs within the membership, plan, conduct and select those to attend workshops and seminars, advise on publication and public relations, and assist the Headquarters staff with day-to-day operations.

Typical NAEB tv workshop where members engage in actual production activities. A report on this Michigan State University — WKAR-TV workshop is available on inquiry to NAEB headquarters.





Services (Continued)

PUBLICATIONS

Work of the various committees is reported in publications which have been acknowledged as inestimable in value in facilitating daily operations of member stations and production centers. Since 1951, 49 reports of workshops and seminars, monitoring studies, regional meetings, research, surveys and projects conducted by NAEB have been prepared.

Two publications are distributed to members regularly: **NAEB Newsletter** and **NAEB Journal**. (The latter is a professional magazine containing articles by educators and educational broadcasters.)

Also published for members are professional directories, speech and article reprints, program reports and brief papers prepared as aids to members.

RESEARCH

For many years NAEB has encouraged and fostered basic, as well as applied, educational broadcasting research. Since 1955 NAEB has published monthly an educational **Fact Sheet Service**. These comprehensive digests provide an excellent source of research findings. (Fact Sheets have been an integral part of the **Journal** since 1958.)

Annually NAEB awards grants-in-aid to help underwrite the expense of educational broadcasting research projects. In addition, the NAEB Research committee, with other NAEB committees, conducts research projects resulting in reports issued to all members.

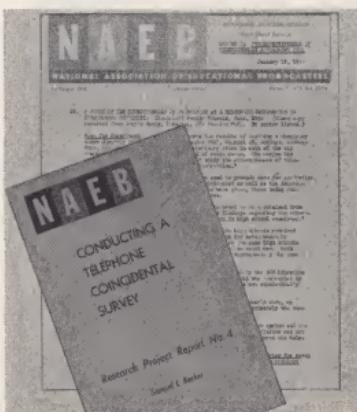
In 1957 NAEB conducted the first international educational broadcasting research seminar in cooperation with Ohio State University.

MEMBER SERVICES

Members may also avail themselves of the NAEB Placement Service; programming, engineering and legal counsel assistance of a general nature; management and community consultation; and operational advice and assistance.

NAEB FINANCIAL SUPPORT

Financial support is obtained from membership dues, Net fees and foundation grants. The W. K. Kellogg Foundation provided the initial grant in 1951 which permitted the establishment of NAEB Headquarters and Network. Based on diminishing grants over a four year period, the Network has become self-supporting. NAEB Headquarters is continuing to receive grants from the Kellogg Foundation. Recently it has begun to assume an increasing degree of self-support through dues and income from related services. Fund for Adult Education and Ford Foundation grants have made possible such NAEB services as tv engineering assistance, professional advancement activities, community relations and other consultation services, and the Placement Service.





MEMBERSHIP

NAEB membership comprises* 144 educational institutions and organizations which operate 185 radio and/or tv stations; 100 educational institutions which produce programs for broadcast (although they do not have transmitting facilities); 64 other organizations interested in educational broadcasting; and in excess of 300 individual members.

MEMBERSHIP CATEGORIES

Active — for educational institutions, public service organizations, etc., which own and operate their own radio and/or tv station(s).

Associate — for institutions which act as production centers, regularly producing educational programs independently or over commercial outlets. This category includes institutions operating closed circuit tv for regular direct teaching purposes.

Affiliate — for educational institutions, public service organizations, etc., which are not eligible for Active or Associate memberships, but are interested in promoting educational broadcasting.

Individual — for those with a professional or personal interest in educational broadcasting, including:

Staff-Professional — Staff members of educational stations, production centers, broadcast agencies, public service departments of commercial stations and networks, or closed circuit operations.

Teacher-Professional — Those teaching, or making classroom use of, educational broadcasting.

Individual-Affiliate — Individuals interested in, or seeking to promote, educational broadcasting (not qualifying in groups above).

Sustaining Membership — for any organization or corporation not qualifying for Industrial Associate, or any individual, wishing to foster educational broadcasting through the NAEB.

Industrial Associates — for any firm engaged in the manufacture and/or sale of broadcast and auxiliary equipment wishing to further the advancement of educational broadcasting through the NAEB.

(* - AS OF APRIL 1959)



NAEB

RADIO NETWORK

Any active member radio station may subscribe to the NAEB Radio Network which distributes nine hours of regular (tape) programming each week, plus several in-school series each year. All programs (received from member stations and production centers, non-member educational and public service institutions, foreign and U.S. commercial broadcasting sources) are selected by a committee composed of NAEB station managers and program directors.

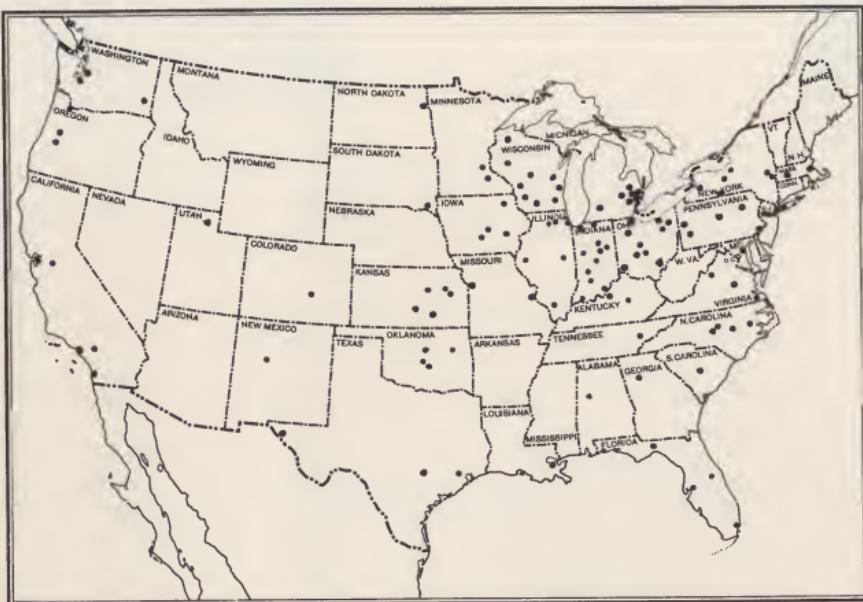
From 22 member stations in 1949, the NAEB Network has grown to nearly 100 radio stations.

To receive NAEB radio programs, stations are charged an annual fee based on transmitter power. (New stations do not have to pay the full fee until their third year of regular service which it subscribes.) Program fees are:

	1st YEAR	2nd YEAR	3rd YEAR
Class A	\$400.00	\$600.00	\$800.00
Class B	250.00	375.00	500.00
Class C	150.00	225.00	300.00

In addition, stations desiring the in-school service pay an additional charge not in excess of one-fourth the above, or may take it in lieu of the regular summer offering. The annual Network mailing and handling fee is as follows:

Class A	\$100.00
Class B	50.00
Class C	25.00



(Listed Alphabetically by State, Community, Call Letters and Licensee as of April, 1959)

(*Indicates station subscribes to Radio Network Service)

ALABAMA

University WUOA(FM)*
University of Alabama

CALIFORNIA

Berkeley KPFK(FM) & KPFB(FM)
Pacifica Foundation
Los Angeles KUSC(FM)
University of Southern California
San Bernardino KVCR(FM)*
San Bernardino Valley College
San Diego KSDF(FM)
San Diego Jr. College KCVN(FM)
Stockton College of the Pacific

COLORADO

Colorado Springs KRCC(FM)
Colorado College KSHS(FM)
Colorado Springs Public Schools

FLORIDA

Miami WTHS(FM)*
Board of Public Instruction of
Dade County
Tallahassee WFSU(FM)*
Florida State University

INDIANA

Tampa WTUN(FM)
University of Tampa WPRK(FM)*
Rollins College

GEORGIA

Atlanta WABE(FM)*
Atlanta Board of Education

HAWAII

Honolulu KUOH(FM)*
University of Hawaii

ILLINOIS

Carbondale WSRV(FM)*
Southern Illinois University WBEZ(FM)*
Chicago Board of Education WNIC(FM)*
DeKalb Northern Illinois University WEPS(FM)*
Elgin Elgin Public Schools WNUR(FM)
Evanston Northwestern University WWKS(FM)
Macomb Western Illinois University WILL(FM) & (AM)*
Urbana University of Illinois

INDIANA

Bloomington WFIU(FM)
Indiana University WPSR(FM)*
School City of Evansville WIAN(FM)*
School City of Gary WGRE(FM)*

Greencastle DePauw University WVSH(FM)*
Huntington School City of Huntington WIAN(FM)*

Indianapolis Indianapolis Public Schools WBAA(AM)*
Lafayette Purdue University WWHI(FM)*

Muncie Wilson Jr. High School WNAS(FM)*
New Albany New Albany City Schools WETL(FM)*

South Bend School City of South Bend WSKS(FM)
Wabash School City of Wabash

IOWA

Ames WOI(AM) & (FM)*
Iowa State College KWLC(AM)*
Decorah Luther College KDP(S)(FM)*
Des Moines Des Moines Public Schools WSUI(AM)*
Iowa City State University of Iowa KSUI(FM)*

KANSAS

Emporia	KSTE(FM)
Kansas State Teachers College	KFKU(AM)*
Lawrence	& KANU(FM)*
University of Kansas	
Manhattan	KSDB-FM*
	& KSAC(AM)
Kansas State College	KTJO-FM
Ottawa	
Ottawa University	
Wichita	KMUW-FM*
University of Wichita	

KENTUCKY

Lexington	WBKY(FM)
University of Kentucky	
Louisville	WFPK(FM)*
	& WFPL(FM)*
Louisville Free Public Library	

LOUISIANA

New Orleans	WNPS(AM)*
Orleans Parish School Board	

MARYLAND

Baltimore	WBJC(FM)
Baltimore Jr. College	

MASSACHUSETTS

Amherst	WEDK(FM)
Western Mass. Broadcasting Council	
Amherst	WMUA(FM)
University of Massachusetts	
Boston	WBUR(FM)*
Boston University	
Boston	WERS(FM)
Emerson College	
Boston	WGBH(FM)*
Lowell Institute Cooperative Broadcasting Council	

MICHIGAN

Ann Arbor	WUOM(FM)*
University of Michigan	
Detroit	WDET(FM)*
Wayne State University	
Detroit	WDTR(FM)*
Detroit Board of Education	
East Lansing	WKAR(AM)*
Michigan State University	
Flint	WFBE(FM)*
Flint Public Schools	
Highland Park	WHPR(FM)*
School District of Highland Park	
Kalamazoo	WMCR(FM)*
Western Michigan University	
Royal Oak	WOAK(FM)*
School District of the City of Royal Oak	

MINNESOTA

Minneapolis	KUOM(AM)*
University of Minnesota	
Northfield	WCAL(AM)
St. Olaf College	

MISSOURI

Kansas City	KCUR(FM)
University of Kansas City	
St. Louis	KSLH(FM)*
St. Louis Board of Education	

NEW JERSEY

Newark	WBGO(FM)*
Newark Board of Education	
South Orange	WSOU(FM)*
Seton Hall University	

NEW MEXICO

Albuquerque	KANW(FM)*
Albuquerque Board of Education	

NEW YORK

Albany	WAMC(FM)
Albany Medical College	WECW(FM)
Elmira	WECW(FM)
Elmira College	
Floral Park	WSHS(FM)
Sewanhaka High School	
Ithaca	WICB(FM)
Ithaca College	
New York	WFUV(FM)*
Fordham University	
New York	WKCR(FM)
Columbia College	
New York	WNYC-AM(FM)*
Municipal Broadcasting System	
New York	WNYE(FM)*
New York Board of Education	
Springville	WSPE(FM)
Griffith Institute & Central School	
Syracuse University	WAER(FM)*
Troy	WHAZ(AM)*
	& WRPI(FM)*
Rensselaer Polytechnic Institute	

NORTH CAROLINA

Chapel Hill	WUNC(FM)*
University of North Carolina	
Greensboro	WGPS(FM)*
Greensboro Public Schools	
Greenville	WWWS(FM)
East Carolina College	
High Point	WHPG(FM)
High Point High School	

NORTH DAKOTA

Grand Forks	KFJM(AM)*
University of North Dakota	

OHIO

Akron	WAPS(FM)*
Akron Public Schools	
Athens	WOU(FM)
	& WOUB(AM)
The Ohio University	
Bowling Green	WBGU(FM)*
Bowling Green State University	
Cleveland	WBOE(FM)*
Cleveland Board of Education	
Columbus	WCBE(FM)*
Board of Education of the City School District	
Columbus	WOSU(AM)FM*
The Ohio State University	
Delaware	WSLN(FM)
Ohio Wesleyan University	
Kent	WKSU-FM*
Kent State University	
Oxford	WMUB(FM)
Miami University	
Toledo	WTDS(FM)*
Toledo Public Schools	
Yellow Springs	WYSO(FM)
Antioch College	

OKLAHOMA

Norman	WNAD-AM(FM)*
University of Oklahoma	
Oklahoma City	KOKH(FM)*
Oklahoma City Board of Education	
Stillwater	KAMC-FM
Oklahoma State University	
Tulsa	KWGS(FM)*
University of Tulsa	

OREGON

Corvallis	KOAC(AM)*
Oregon State System of Higher Education	
Eugene	KRVM(FM)*
Eugene Public Schools	
Eugene	KWAX(FM)*
University of Oregon	
Portland	KBPS(AM)*
Portland Public Schools	

PENNSYLVANIA

Grove City	WSAJ(AM)
Grove City College	
Philadelphia	WHYY(FM)
Metropolitan Phila. Educational Radio and TV Corp.	
Philadelphia	WPWT(FM)
Phila. Wireless Technical Institute	
Philadelphia	WRTI-FM
Temple University	
Philadelphia	WXPN(FM)
University of Pennsylvania	
Pittsburgh	WDUQ(FM)*
Duquesne University	
Scranton	WUSV(FM)
University of Scranton	
University Park	WDFM(FM)
Pennsylvania State University	

PUERTO RICO

San Juan	WIPR(AM)*
Oficina de Radioemision Publica	

SOUTH CAROLINA

Columbia	WUSC(FM)
University of South Carolina	

SOUTH DAKOTA

Vermillion	KUSD(AM)*
University of South Dakota	

TENNESSEE

Knoxville	WUOT(FM)*
University of Tennessee	

TEXAS

Austin	KUT(FM)*
University of Texas	
El Paso	KVOF(FM)
Texas Western College	
Houston	KUHF(FM)
University of Houston	

UTAH

Logan	KVSC(FM)*
Utah State University	

VIRGINIA

Harrisonburg	WEMC(FM)
Eastern Mennonite College	
Norfolk	WMTI(FM)*
Technical Institute of the College of William and Mary	
Richmond	WRFK(FM)
Union Theological Seminary	

WASHINGTON

Pullman	KWSC(AM)*
State College of Washington	
Seattle	KUOW(FM)*
University of Washington	
Tacoma	KTOY(FM)
Tacoma Public Schools	

WISCONSIN

Appleton	WLFM(FM)*
Lawrence College	
Auburndale	WLBL(FM)*
Wisconsin State Radio Council	
Brule	WHSI(FM)*
Wisconsin State Radio Council	
Chilton	WHRK(FM)
Wisconsin State Radio Council	
Colfax	WHWC(FM)*
Wisconsin State Radio Council	
Delafield	WHAD(FM)*
Wisconsin State Radio Council	
Highland	WHHI(FM)*
Wisconsin State Radio Council	
Madison	WHA(AM)*
University of Wisconsin	
Madison	WHA-FM*
Wisconsin State Radio Council	
Rib Mountain	WIRM(FM)*
Wisconsin State Radio Council	
West Salem	WHLA(FM)*
Wisconsin State Radio Council	

The development, organization, financing, and programming of educational television (etv) stations vary sharply from one to the other. Their functions and policies differ also from commercial television. With the rapid development and utilization of etv and its growing acceptance by the public and educators, the services of a central, national organization has become increasingly important.

The NAEB, with more than a quarter of a century of educational broadcasting experience, provides the organizational structure for satisfying the needs of those working in, for and (or with) etv. (Etv network programs distribution is the function of the Educational Television and Radio Center.)

(Listed alphabetically by state, station location, call letters and licensee as of April 1959)

ALABAMA

Andalusia	WAIQ
Birmingham	WBHQ
Munford	WTIQ
State of Alabama Etv Commission operates an inter-connected network	

CALIFORNIA

Sacramento	KVIE
Central California ETV, Inc.	
San Francisco	KQED
Bay Area Educational TV Assoc.	

COLORADO

Denver	KRMA-TV
Denver Public Schools	

FLORIDA

Miami	WTHS-TV
Board of Public Instruction of Dade County	
Tampa	WEDU-TV
Florida West Coast ETV, Inc.	

GEORGIA

Atlanta	WETV
Atlanta Board of Education	

ILLINOIS

Chicago	WTTW
Chicago	Educational TV Assoc.
Urbana	WILL-TV
University of Illinois	

IOWA

Des Moines	KDPS-TV
Des Moines	Public Schools

KANSAS

Manhattan	KSAC-TV
University of Kansas	

KENTUCKY

Louisville	WFPK-TV
Louisville	Free Public Library

LOUISIANA

New Orleans	WYES
Greater New Orleans ETV Foundation	

MASSACHUSETTS

Boston	WGBH-TV
Lowell Institute Cooperative Broadcasting Council	

MICHIGAN

Detroit	WTVS
Detroit Educational TV Foundation, Inc.	
East Lansing	WMSB
Michigan State University	

MINNESOTA

St. Paul	KTCA
Twin City Area ETV Corporation	

MISSOURI

St. Louis	KETC
St. Louis ETV Commission	

NEBRASKA

Lincoln	KUON-TV
University of Nebraska	

NEW HAMPSHIRE

Durham	WENH-TV
University of New Hampshire	

NEW MEXICO

Albuquerque	KNME-TV
University of New Mexico and the Albuquerque Bd. of Education	

NORTH CAROLINA

Chapel Hill	WUNC-TV
Consolidated University of North Carolina	

OHIO

Cincinnati	WCET
Greater Cincinnati TV Educational Foundation	
Columbus	WOSU-TV
Ohio State University	
Oxford	WMUB-TV
Miami University	

OREGON

Corvallis	KOAC-TV
Oregon State System of Higher Education	

PENNSYLVANIA

Philadelphia	WHYY-TV
Metropolitan Philadelphia Educa- tional Radio and TV Corp.	

PUERTO RICO

San Juan	WIPR-TV
Oficina de Radioemision Publica	

TENNESSEE

Memphis	WKNO-TV
Memphis	Community TV Foundation

TEXAS

Dallas	KERA-TV
Area ETV Foundation, Inc.	
Houston	KUHT
University of Houston	

UTAH

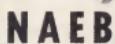
Salt Lake City	KUED
University of Utah	

WASHINGTON

Seattle	KCTS
University of Washington	

WISCONSIN

Madison	WHA-TV
University of Wisconsin	
Milwaukee	WMVS
Milwaukee Vocational and Adult Schools	

**NAEB**

MEMBERSHIP DUES

ACTIVE MEMBERS

Dues for active members are based on rated transmitter power as follows:
For single stations:

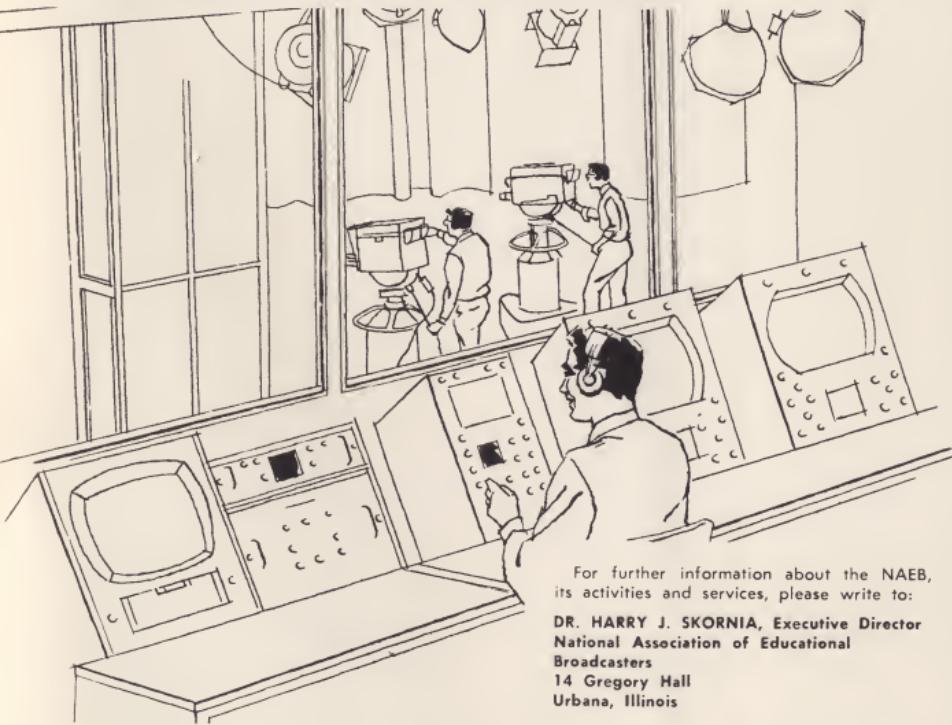
TV — Class A (5 kw and over)	\$150.00
TV — Class B (less than 5 kw)	75.00
Radio — Class A (AM - 5 kw and over; FM - 10 kw and over)	100.00
Radio — Class B (AM - 1 - 4.9 kw; FM - 1 - 9.9 kw)	50.00
Radio — Class C (AM and FM - Less than 1 kw)	25.00

Combinations (multiple transmitters) — Any member operating more than one transmitter (radio and/or TV) pays dues equal to the sum of the dues for each station, but not to exceed \$200.00.

Associate Members	\$ 25.00
Affiliate Members	15.00
Individual Members	7.50
Industrial Associates	500.00
Sustaining Members — (not less than)	100.00*

(*The amount in this category is flexible to permit latitude in contributions.)

NAEB dues and NAEB Radio Network fees are established by the NAEB Board of Directors and are subject to revision.



For further information about the NAEB, its activities and services, please write to:

**DR. HARRY J. SKORNIA, Executive Director
National Association of Educational
Broadcasters
14 Gregory Hall
Urbana, Illinois**

FROM

National Association of Educational Broadcasters
14 GREGORY HALL
URBANA, ILLINOIS

P. O. Form 3547 requested

NON-PROFIT ORGAN.

PUBLIC RELATIONNS

Ad Hoc Committee Report :

The committee considered the needs of the NAEB and suggest the following as a means of furthering the Public Relations of the association:

1. The purpose and objectives of the Public Relations Committee should be determined and target dates for the completion of specific projects should be established.
2. A positive program of Public Relations should be initiated within the framework of the present NAEB structure.

a. The purpose of the Public Relations program should be to elevate the position ~~unfilled~~ in public consciousness of the NAEB as the organization devoted to the fullest use of the broadcast media in the educational processes in all levels in America. This involves creating within the NAEB the consciousness that members belong to a significant organization and also a public recognition of what NAEB is and the purposes it serves.

3. In ~~the~~ ABSENCE OF FULLTIME Public Relations personnel, we recommend that the present Public Relations Committee be responsible for planning and executing the following:

a. Examine the Public Relations recommendations of the 1961 NAEB Seminar and implement those which are practical and feasible.

b. Provide newspapers with "filler" materials describing the nature and services of the NAEB.

c. Supply printed P R material to be made available to station managers and others who have need for such material. Present

*Write copy for two brochures
then check my letter*

d. Prepare an "I D" slide for member TV stations with accompanying copy for use on station breaks; and provide appropriate *get from
Larry from
Suzanne* radio copy of a similar nature.

e. Prepare a one-paragraph description of the NAEB to be used at the end of all releases both nationally and locally by member stations. This should ^{be} related to station promo stories dealing with forthcoming NAEB programs, announcements of NAEB committee assignments, etc. ~~The descriptions should be brief and to the point.~~

~~Due to present headquarters staff load, it is impossible for the President to issue individual letters to committee appointees. We feel the all committee appointments are important and think to stress their importance, a letter should be printed in the NEWSLETTER accompanied by the president's signature emphasizing the importance of the committee appointment and charging the appointees to assume ~~full~~ the responsibility vested in them. Thus, at least some personalized emphasis is given to the appointments which is now lacking.~~

The committee recommends the formation of a PUBLICITY Committee with the chairman of this committee serving as vice-chairman of the PUBLIC RELATIONS committee and the chairman of the PUBLIC RELATIONS committee serving as vice-chairman of the PUBLICITY committee. This interlocking will serve as a ~~an~~ cohesive force in the functioning of these important committees. The added manpower will make it possible to carry out assignments which heretofore have been impossible. Every effort should be made in selecting persons for the Publicity and Public Relations committee who understand the techniques ~~of~~ ~~the~~ ~~techniques~~ ~~and~~ ~~the~~ ~~experience~~ necessary to do the job well.

FROM: National Association of Educational Broadcasters
1346 Connecticut Avenue, N. W.
Washington 6, D. C.
Phone: 667-6000

FOR USE: At Will

SUGGESTED ID

TIME: :10

WORDS: :25

NAEB AUDIO: A-4

This is (call letters), (location),
bringing you the nation's best teachers, scientists,
and artists -- through the radio network of the
National Association of Educational Broadcasters.

###

Gentlemen:

The position of any association in the eyes of the public is determined by its ability to meet the forces against it and to acquire the acceptance of its product by the personnel that use it and by the people who consume it.

The position of the National Association of Educational Broadcasters is similar to any worthwhile service or product. It must fill a need, be priced right, and people must know about it. But, most important, it must be sold in such a way that people want to buy it.

People want to accept only after all four steps of the following buying sequence have been completed.

First, the public must become aware of us. (We must catch its attention.)

Second, they must understand our objectives. (Right now the majority of the people in the field of education do not and don't want to understand us.)

Third, we must be believed. Belief is always the result of much evidence, properly exposed, and acquiring the approval of the people that are classified as experts or authorities. In this case, we must work through the educators who, at present, are the experts; and who, unfortunately, usually consider us as competition.

Belief must also include the element of fear, because people run to the opposite of fear. I.e., the Russians have a strong and effective program in the development of their educational system. They are using their schools and the minds of their young people as instruments of war. Generally, the public knows this. The NAEB must be the antithesis of the Russian system, and can catch the imagination of the public by stating that it can match or at least assist the progress of education, when it is joined as a supplement to our present educational system.

Fourth, it is not enough to tell people of the need; they must be asked to participate. The circle of communications demands action, and everything and anything coming from the NAEB must contain suggestions for immediate action.

The NAEB must conduct itself as a battalion of soldiers by covering each point where it is exposed to the public with an equal amount of firepower. It is my opinion that the NAEB had done a fairly good job in getting its story out, but that it has not done a good job or any job at all in protecting itself from criticism. We must learn to dovetail our long range institutional promotion with our program of immediate objectives. In order to do this, we must recognize our present critics and make friends out of them. We should conduct a program of listening posts where teachers can tell us their problems and where we can collect information and distribute it for them -- information that would prove to them that we understand their problem. When they find that we are ready and willing to help them, they will then begin to believe us -- especially when we include in this overall help our own position.

We have now enough test areas and enough statistics so that we can afford to quit referring to our experiences as "experiments".

We have proved beyond a doubt the worth of educational television, and now we owe it to our purpose to support our claim with stronger statements. People are wary of those things that are not tried, and they shun away from things that are advocated as anything "new".

Educational television is no longer new, nor is it untried, and we should tell people this.

If possible, we should find and promote two or three people who are excellent speakers and who are authorities in other fields. Then our public relations program should be set up in such a way as to give these people maximum exposure, which should include proper public relations assistance in the field of speech writing, ghost writers for newspaper articles, and arrangements for personal appearances in broadcasting studios and in lecture halls.

It is my opinion that a program of educating the young should begin immediately. The greatest untapped source of strength for any movement is usually found in the passing parade. This is the reason why big corporations concern themselves so much with teen-agers, and why the "isms": Communism, Nazi-ism, Socialism, are so anxious to gain control of our schools. It would benefit our cause to create a moving display on trucks that could go into our cities and into our schools to show young people who have not been exposed to educational television what it can do and what the advantages would be to their schools if they had it.

In short, we must catch the imagination of the public by dramatically pointing out the need. Second, our objectives must be completely understood. Third, we must be believed, and because we must be believed we must associate ourselves with authorities in other fields. We must stop referring to our work as something "new" and "experimental". We must make statements that are much stronger. We must appear to be the antithesis of something that is feared. We must create a deluge of evidence.

Lastly, every time we find a way for any degree of exposure, we must leave behind a request or a job for our audience to do. It is not enough to tell them about our purpose. They must be invited, or even stronger, requested to be a volunteer who will support the cause of the National Association of Educational Broadcasters.

FROM: National Association of Educational Broadcasters
1346 Connecticut Avenue, N. W.
Washington 6, D. C.
Phone: 667-6000

FOR USE: At Will

SUGGESTED ID

TIME: :10

WORDS: 22

NAEB AUDIO: A 3

VIDEO: NAEB SLIDE #1

Stop, Look and listen to the best in educational and cultural programs on this station, advises the National Association of Educational Broadcasters. Informed citizens are good citizens.

#

Fik - PR Com.

NAEB Public Relations - - - Study #1. (1958)

"THE USE OF PROMOTION BY EDUCATIONAL BROADCASTING STATIONS"

By Elmer G. Sulzer, Director,
Radio and Television Communications
Indiana University

Station promotion in one form or another is a favorably recognized activity by a large number of the nation's educational broadcasting outlets. However, nothing approaching a systematic study of these activities has ever been undertaken nor have there been any plans placed in operation for research or promotional ideas.

Recognizing this need, James S. Miles, while Chairman of the Public Relations Committee of the National Association of Educational Broadcasters, requested the writer to conduct a preliminary survey which would indicate, to a partial degree at least, the extent and types of promotional media and methods employed by the member stations. This paper is a result of that assignment.

Since this has been a pioneer venture, the results indicate many areas where further research and investigations are extremely desirable. It was felt that in presenting this material, the value of the paper would be limited if the more formal types of statistical tables were adhered to at the expense of more informative, but less systematic, methods of presentations; hence, the reader will note percentage tables whenever the data received permitted such compilations, numerical tabulations when that information was readily available, and unedited quotations when it was felt that that type of presentation would best serve the reader.

A questionnaire to provide this information was sent out in November, 1957, to all members of the National Association of Educational Broadcasters, and more or less complete returns were received from seventy-seven. The replying group included virtually every station whose operations have figured prominently in educational broadcasting during the past years, as well as a number of the newer stations that have been on the air a relatively short time.

The classification of the replies imposed a difficult problem, based upon (a) the varying organizational status of the stations, including institutions of higher learning, public schools, municipal ownership, and community and foundation sponsorship; and (b) the intermixture of AM, FM, and TV operations. In fact, some of the returned questionnaires from institutions having multiple operations, did not differentiate between them.

A study of this kind should be presented in a form that presents the most needed information, without the burden of too detailed breakdowns. This calls for some arbitrary decisions. The organizational status of a station is probably of more significance than whether the station is of the AM, FM, or TV variety. Accordingly four classifications (I-IV) have been set up to delineate the important variances. These classifications, which will be followed in the tables, and the number of respondents from each, follow:

- I - Institutions of higher learning - 43
II - School systems, other than colleges and universities - 21
III - Community and state systems - 11
IV - Municipal systems - 2

Part I - Program Schedules

As will be noted from Table 1, most of the respondent stations issue program schedules of one kind or another. Columns 2 and 3 indicate the percentage of respondents issuing and not issuing such schedules, respectively. Of the stations putting out schedules, a number have them processed instead of printed, and column 4 indicates the percentage of the schedules that are processed. For the purpose of this study, processed is defined as to mean all schedules that are produced in any way other than printed from type.

TABLE 1

PERCENTAGES OF RESPONDENTS ISSUING PROGRAM SCHEDULES AND PERCENTAGES OF SCHEDULES THAT ARE PROCESSED

1 Class of Station	2 Stations Issuing Schedules	3 Stations not Issuing Schedules	4 Percentages of Schedules "Processed"
I	85+	15-	34+
II	95-	5+	72+
III	100	00	27+
IV	100	00	50

The large number of processed schedules issued by the Class II stations is due, no doubt, to the fact that most of these stations perform a service for in-school listening, where schedules must be issued on a weekly basis, and economy is a "must."

There is little unanimity as to frequency of issuance of schedules. While a large number of the Class I stations publish monthly schedules, there are a considerable number of adherents to weekly and every-other-month publication. Table II presents this information for each class of station.

TABLE II

FREQUENCY OF SCHEDULE PUBLICATION
(In Percentages)

1 Class of Station	2 Weekly	3 Monthly	4 Every Other Month	5 Quarterly	6 Bi-Annually	7 Yearly	8 Other*
I	6-	46-	14+	17+	11+	00	6-
II	44-	11+	00	00	11+	22+	12-
III	40	30	10	10	00	00	10
IV	50	00	50	00	00	00	00

* Five respondents report issuance intervals of two weeks, three weeks, every four months (2), and "irregular," respectively.

Because of many variables it was not deemed practicable to attempt a detailed table of edition sizes, and printing costs of program schedules. Such variables include dimensions of publication, folding or/and stapling methods, number of colors used, type of fold, amount of copy, quantity of cuts, and number of copies printed or otherwise duplicated.

As an alternate, some typical and extreme figures are given, which may prove of some value. Of the Class I stations publishing printed programs, the size of editions ranged a low of 500 costing \$75 to a high of 25,000, cost not given. A sampling of the returns of the respondents is presented below:

Size of Edition	Printing Cost
500	\$ 75
700	\$ 110
900	\$ 100
1,300	\$ 110
6,000	\$ 100 - \$ 126
9,000	\$ 150
9,000	\$ 300 - \$ 400
12,200	\$ 250
25,000	no price given

The cost of the "processed" programs by the Class I stations runs very much less, as indicated by the following compilation of typical returns:

Size of Edition	Printing Cost
100	"negligible"
500	\$ 50
2,000	\$ 35
2,000	\$ 40 (including postage)
2,000	\$ 42
2,000	\$ 60 (including postage)

Information as to edition size and publication costs from the II, III, and IV class stations was probably too sketchy a nature to be of much significance, but representative returns are included for what they are worth. Three Class II stations report as follows:

<u>Size of Edition</u>	<u>Printing Cost</u>
23,000	\$ 175 (sic) - printed
825	\$ 6 - processed
600	\$ 360 - processed

It might be interesting to note that eight stations in this class indicated that they did not know what their program schedules cost them.

Three stations in the Class III group report in this manner:

<u>Size of Edition</u>	<u>Printing Cost</u>
7- 10,000	\$ 700 - printed
5,000	\$ 120 - printed
200	\$ 30 - processed

And the single station in Class IV issuing a printed program, reports--

Edition - 35,000 - Cost of Printing - \$ 2,800

The Formulation of Mailing Lists

Again, the information at hand is not readily susceptible to formal tabulation, but it may be a source of stimulation to list the methods in use, with the number of stations reporting such practices:

Class I Stations	-	13	Miscellaneous mail and telephonic requests	- 24
			Requests in response to station spots	- 9
			Mailings to faculty and staff	- 5
			Exchanges (including other ER and ETV stations)	- 5
			Newspapers and trade press	- 3
			Civic leaders	- 4
			Local and national organizations	- 2
			Public school teachers	- 2
			School board members and administrators	- 2
			Alumni	- 3
			Hand picked	- 2
			Evening class enrollees, PTA presidents, station advisory committees, ETV stations, key people in ET, those who subscribe, libraries, county agents, membership in church group.	- 1 each

Class II Stations	-	Teachers and schools within city	- 14
		Teachers and schools outside of city	- 6
		Miscellaneous mail and telephonic requests	- 9
		PTA officers, all news and TV outlets,	- 1 each
		response to station spots, requests from educational institutions, school administrators, local newspapers, local radio dealers, other stations, libraries, community leaders.	
Class III Stations	-	Station members and contributors	- 7
		Miscellaneous mail and telephonic requests	- 5
		Community leaders and selected individuals	- 3
		Press	- 5
		Other ETV stations	- 2
		School and college faculty	- 3
		School boards and school systems	- 2
		Librarians, industry publications, local	- 1 each
		TV stations, use of another E station's mailing list, special groups.	
Class IV Stations	-	By subscription	- 2

Revising the Mailing List

Quite as important as techniques for adding new names to the mailing lists are those of dropping obsolete ones. But in this area NAEB members admittedly are not too secure. As one honest respondent reported, "We are currently in process of deciding how to revise it."

Class I Stations	-	Several stations report that revising the program schedule mailing lists are carried on continuously. The intervals for the others range from monthly to five years. Methods of revision used, follow:	
		Change of address cards and undelivered	- 11
		returns	
		General clearance and fresh start at	- 3
		specified periods	
		Annual checking new school lists	- 1
		As new addresses and/or personnel changes	- 1
		are reported	
		Checking University directory	- 1
		Renewals and expirations	- 1
Class II Stations	-	Revisions for this class of station vary from weekly to every other year. One respondent reported that his station, "Just keeps adding at this point."	
		Periodic conferences with radio coordinators and teachers	- 4
		Return postcards	- 2
		Returns from order blanks	- 1

Class III Stations - Here there was even less assurance on revision methods than Class I and II stations. One respondent reports, "Only continuously adding at present." Two methods of revision were mentioned:

Returns on slips sent to mailing list - 1
Subscription renewals and terminations - 1

Class III mailing lists are revised weekly, annually, and spasmodically.

Class IV Stations - One of the two stations in this class reported--
Automatic failure to renew subscription - 1

34 Positioning the Responsibility for the Program Schedule

As may be noted by Table III, no one type of staff member is generally given the responsibility of editing the program schedule. In many cases, the publication is a joint effort of two or more staff employees. In the Class I and II stations, the chores most often seem to devolve on the Station Director or the Program Director. It is significant that the Class III stations, alone, which are the Community and State Systems, generally allocate this function to an employee with the status of Public Relations Director. Perhaps the fact that all of these stations have perfected their organizations within more recent times than the others has enabled them to set up from scratch an organization more in keeping with current business practices.

TABLE III

19 DELEGATION OF RESPONSIBILITY FOR THE EDITING OF PROGRAM SCHEDULES
(In terms of number of respondents reporting)

Staff Position	Class of Stations			
	I	II	III	IV
Station Director or Manager	6	6	0	0
Program Director or Assistant	9	7	2	0
Assistant Director	2	1	0	0
Joint effort of several staff members (2 or more)	6	3	3	1
Public Relations, promotion, or publicity person	3	1	5	1
News Director	2	0	0	0
Student Staff Member	2	1	0	0
Employee of Board of Education	0	1	0	0
Traffic Director	2	0	0	0
Supervising Secretary	1	0	0	0
Faculty Moderator	1	0	0	0
Script Writer	1	0	0	0

A few of the positions contained in the above table are filled by students, but were not included in the "Student Staff Member" category if more specific titles were supplied.

94
What Changes In Program Schedules Would Respondents Like

In this area there is obviously quite a unanimity of opinion. A great number of the stations, whose present programs are "processed" would like them printed, instead. Furthermore, a large body of the respondents desire more detail in their program schedules. Many wish to introduce, or increase the amount of pictures. Table IV indicates these points in greater detail.

TABLE IV

1
AREAS IN WHICH EDUCATIONAL STATIONS WOULD LIKE TO
IMPROVE THEIR PROGRAM SCHEDULES
(In terms of number of respondents reporting)

Areas	Class of Stations			
	I	II	III	IV
Go from "processed" to printed schedules	8	6	2	0
Include more program detail	14	2	2	0
Increase size	6	1	1	0
Add, or increase amount of art (pictures)	10	3	3	0
Increase circulation (publish more copies)	0	2	3	1
Increase frequency of publication	4	2	3	1
More attractive and improved makeup	5	0	1	0
Change from folded to booklet form	3	0	0	0
Index musical selections	1	0	0	0
Sell it	1	0	0	0
Carry advertising	1	0	0	0
Send first class	1	0	0	0

PART II - The Orientation of Public Relations in the Organization
of the Educational Broadcasting Station

As indicated in the section headed "Positioning the Responsibility for the Program Schedule," the Class III (Community) stations appear to be head and shoulders above the Class I, II, and IV stations in their appreciation of the role of station public relations. The PR duties of the Class I, II, and IV stations are so widely and unsystematically distributed, both as to relevant staff member, and amount of time spent, as to indicate either ~~a~~ a lack of realization of the importance of this activity and/or the lack of sufficient funds to develop it. Paraphrasing the comment of one respondent, the public relations person "unfortunately is first to drop in budget crises."

The "scattered" situation alluded to, defies any attempt at systematic tabulation. By taking certain liberties of combination and extension of categories, the following compilations are presented for what they are worth.

Figures following the type of staff members assigned PR duties, and the approximate percentage of time put in on public relations, refer to the number of respondents so identified:

Class I Stations

Handled by student personnel	-	7
By two or more staff members	-	12
Staff PR person	-	4
Manager or Station Director	-	4
Program Director or coordinator	-	4
News Director	-	2
Assistant Director	-	2
Editor	-	1
Operations Manager	-	1
Supervising Secretary	-	1
Director Research and Public Relations	-	1
Traffic Director	-	1
Continuity Writer	-	2
Uses Makes institution's PR office entirely	-	1
1-25% -	18	
26-50% -	7	
51-75% -	1	
76-100% -	2	

Class II Stations

School System Director of Publications and Public Information	-	2
Station Director	-	6
By two or more staff members	-	6
Handled by student personnel	-	1
Station Manager and Program Director	-	1
Program Director	-	1
Program Assistant	-	1
1-25% -	14	
26-50% -	1	
76-100% -	1	

Class III Stations

Staff PR person	-	4
General Manager	-	2
By two or more staff members	-	2
Assistant to general manager	-	1
Program Director	-	1
Assistant to executive secretary	-	1
1-25% -	2	
26-50% -	4	
51-75% -	2	
76-100% -	2	

Class IV Stations

Station Manager	-	1
By two or more staff members	-	1
1-25% - 1		
76-100% - 1		

There is no argument to the sentiments expressed by many of the respondents to the effect that, "Public Relations is a full-time responsibility for every staff member."

Indoctrinating the Station Staff in Public Relations

Since a sense of station public relations is the responsibility of every staff member, it is desirable to survey the attitudes of indoctrination held by the various stations. To be of maximum value, the exact comments in answer to the question, "To what extent do you indoctrinate other members of your staff in public relations responsibilities?" are presented without the "benefit" of editing. Here are the comments from the Class I (college) stations:

representative

- "Only by general discussion in staff meetings held weekly."
"Limited."
"No special effort."
"Haven't the staff at present to do the job. Next semester's class in Public Relations course will be integrated with the Station's Needs."
"Memos, as needed, are distributed to the entire staff informing of the activities of the Public Relations Department. Often these memos encourage the staff to contribute ideas for particular projects."
"Our 'staff' is the radio class (who completely operated the station). Our activity is class 'lab' more than regular station."
"Not sufficiently I'm sure."
"Fully."
"We try to make everyone aware of them from switchboard girl to Program Director. Announcers and engineers are instructed in the art of handling talent. Continuity editor is constantly reminded of responsibilities in this area."
"All personnel are informed of their obligation to the public, especially those concerned with production. They are instructed as to what is considered 'bad taste' and to be courteous and helpful to all."
"Not sufficiently."
"All of us work on it all the time."
"Need for public relations consciousness stressed at start-of-year staff meeting for new people. Monthly house-organ INTER-COM gives frequent reminders that PR is everybody's business."
"Attempt this constantly."
"We have 5 part-time students; 50 students without pay. All are impressed with PR duties regularly with every persuasive device we can conceive."
"Not nearly as much as we should."
- Include only the quotes which are checked*

"The student staff members prepare a special program on activities at the station which is taken to community organizations. This is the extent of indoctrination."

✓ "Policy manual, monthly meetings, and weekly house organ THE BEEP SHEET." "On joining staff and frequently during weekly staff meetings."

"Very heavily--students as well as staff."

✓ "Every man is a p.r. man in our concept. All producers of programs accept the public relations aspect as one of their included responsibilities."

"Constantly in little things but not in organized fashion."

? "We do not have a full time p.r. man, therefore, each staff member is urged at our weekly meetings to assist in some way in our public relations projects."

✓ "We depend upon a 3 credit undergrad^{voted} course in Pub^{lic} Relations to provide all with basic techniques."

"Most staff members participate in speakers' bureau (limited activity)." "Often and as much as possible."

? "At weekly staff meetings we often discuss relations and determine policies. Suggestions also received at staff meetings. We eternally stress fact that we represent the University, that our very being depends upon our relations with the public."

"No formal indoctrination--it's something we're conscious of."

"Via personal discussion and at staff meetings--remind them of fact that they represent the station -- and to act and dress accordingly."

"Our students run our station for the most part and we try to instill in them public relations consciousness as frequently as possible."

"Everyone is briefed frequently on PR responsibilities, programming or other changes. This includes students as well as full time staff."

"Constantly. Not particularly by 'indoctrination' but simply by constant awareness that _____ is a powerful public showcase of the (institution)."

"Great extent."

"By having them go with me on calls or doing some of the legwork."

"Speeches often given, programs planned often for P.R."^{Pub}^{lic}^{Relations}

"For the last five or six years we have been trying to stress that promotion is as important as production. We're not always successful in this indoctrination, but it has helped."

"Impress on all the need to keep the publicity girl advised of story material."

Continuing the quotations, this time from the Class II (school) stations:

✓ "Have practically no faculty staff but everyone remotely connected with the station is well aware of the importance of good public relations and work toward that end."

"Weekly staff meetings."

✓ "The school program director maintains regular contacts (by visitation) with all building radio coordinators, and teachers requesting information and assistance. The station manager maintains contacts with local radio and TV stations, and the press."

"Not very greatly."

"We feel that it is an important duty in every job, since we deal with the public in one way or another, with each program."

"Little."

"At every opportunity."

"Only one staff member."

"Through regular staff meetings."

"Limited."

✓ "All our staff is indoctrinated with the great importance of constant cordial relationships with the public. Teachers, supervisors, in short, Everyone who crosses our path!"

✓ "Very little. Some are advised when they are speaking at teacher or other group meetings."

"What staff????"

✓ "Considerably. Each staff member is expected to promote good relations with schools and the public in every way he can."

✓ "Only in individual discussion. No program of PR indoctrination as such."

✓ "All members are alerted to the importance of maintaining good PR's."

✓ "All get it -- depth of penetration sometimes in question."

"None."

As might be expected, the Class III (community stations) show more activity in this area, proportionately speaking, than the other groups. Whether this is of immediate necessity for survival or not, this "awareness" is very marked for this group.

"Through regular contact with our public relations operations."

✓ "All staff members urged to carry favorable image of station."

✓ "Memo on receiving phone calls, what to say and what information to get has been given all staff members."

✓ "Since this is the network office, we have little viewer contacts: otherwise we speak at PTA, etc...meetings with national-international visitors, etc."

"Not enough."

"Several staff members have spoken to groups."

✓ "All have some responsibility in handling phone queries re programs, conversion, and general information."

✓ "Weekly staff meetings--2 other staff are available for public appearances."

✓ "We try a great deal of this."

✓ "Most staff members relate to program participants and public which enters premises."

✓ "Informally, I'd say (station) total staff is well informed and represent the station well at all times."

The two Class IV (municipal) stations report--

✓ "In the in-service training program in the (department) of which the stations are a part, the staff member is instructed in the policies and responsibilities of a city-operated station."

✓ "Regularly."

The Integration of the PR Work of the College Stations with the Institution's News Bureau

Applying to the Class I station is the matter of the help in public relations given the station by the institution's News Bureau or Public Relations Department. The specialized requirements of the average college

station are such that often the time available to the News Bureau does not permit it to do everything the station would like. On the other hand, most News Bureaus give the stations solid assistance in certain areas.

The comments by the Class I respondents are valuable in this respect, if only to illustrate the contrasts in the help received from the most aggressive (and perhaps better manned) News Bureaus with the situations where practically no liaison between the stations and News Bureaus is evident.

The question -- "What help do you receive from your institution's News Bureau?

- ✓ "We have cordial relationship, but not too much real help. They feel they have many other responsibilities. If we had larger coverage, it might be different."
- ✓ "Part of P.R. salary, picture expenses, advice."
- ✓ "Regular new stories concerning programs -- very helpful."
- ✓ "Excellent cooperation--almost weekly articles in University paper--Public Relations Office News Releases and releases through Athletic Public Relations."
- ✓ "Fine cooperation."
- ✓ "Use of their mailing lists for specific stories, and help in filing stories in all media."
- ✓ "Mechanical aid in duplicating and distributing stories; also photographic assistance."
- ✓ "Occasional photographic aid."
- ✓ "We usually prepare our own copy and release it locally (radio), or through state office (TV); but special radio stories, features, pictures, etc. generously given by News Bureau, which also provides news and personnel for two weekly shows."
- ✓ "Yes."
- ✓ "None."
- ✓ "Very cooperative when called upon."
- ✓ "We work closely with them--they handle many of our news releases --we use much of their material."
- ✓ "We have to convince them that papers will publish. We get releases when we have a really important story, are permitted no release on our own, must be through them. We are not happy with the arrangement."
- ✓ "Regular help. Announcements of special features, new programs, etc."
- ✓ "Substantial, whenever other than TV editors are involved."
- ✓ "They circulate all stories on new program series, special features, and staff members' personals."
- ✓ "They are very cooperative. We publish a daily 'capsule news summary' with their help."
- ✓ "Under immediate common management and housed in adjacent space."
- ✓ "Complete cooperation in distribution. Some editing."
- ✓ "Very great help if we ask."
- ✓ "No out-and-out help, but excellent cooperation in whatever we need. Bureau handles stories with definite University implications."
- ✓ "All off-campus publicity and promotion is cleared through Info Service Bureau. Most stories are created by station's staff."
- ✓ "The (college) News Bureau prints anything describing new major programs."
- ✓ "Very little. We have been low-power. Audience is very local."

- Local paper does not choose to promote radio. We will increase power shortly, will make effort to hit area papers."
- "None. (We haven't sought it.)"
- "At rare moments they assist by sending stories to state papers. . Our news editor (an older newspaperman) is convinced the papers are not receptive to radio stories."
- "It sends out stories which we want distributed on a state-wide basis."
- "Very little."
- "Entire burden of P.R. is carried by college's Pub. Info. Office."
- "Little (at present)."
- "Only token help."
- "None in the regular course of events, but they will do anything we ask them to do for us."
- "A fair amount."
- "Regular news from the publicity dept."
- "University's Department of Information Services edits our releases, arranges for photographs of outstanding events, and distributes both the stories and the photographs to local, state, and national publications through established channels."
- "They write up and mail releases on events that come to their attention."
- "Advice as needed, special stories."
- "Good."
- "Copy of all news stories pertaining to school activities or happenings."
- "General publicity via routine college news releases. Especially successful in hometown papers when students' names are included."
- "The News Bureau issues news releases originated at station. All university news is supposed to be channeled through Bureau."

Part III - The General Scope of Station Public Relations Activities

All of the stations were requested to complete a check list indicating their relative use of various public relations methods and media. The responses from the Class I stations are summarized in Table V.

TABLE V

THE RELATIVE USE OF VARIOUS PUBLIC RELATIONS MEDIA AND METHODS BY CLASS I STATIONS (Percentages based on 42 responses)

Methods and/or Media	Regularly and/ or Often	Occasionally Only	Never
Stories and pictures to newspapers	50	50	00
Stories and pictures to the trade press	5+	52+	43-
Stories to JOURNAL OF BROADCASTING and NAEB JOURNAL	7+	43-	50
Stories to NAEB NEWSLETTER	12-	45+	43-
Exhibits	10-	64+	26+
Printed Program Schedules	78+	10-	12-
Other printed mail promotion	36-	33+	31-
Promotional talks by staff	19+	67-	14+
Promotional spots on station	90+	7+	3-
Promotional remotes of various types	14+	38+	48-

In addition to these media and methods, others were reported in use by various stations, and these, numerically tabulated, follow:

Programs and spots on commercial stations	- 2
Hometown stories on students who appear on station	- 1
Tours of facilities by visitors	- 1
Staff visits to area schools	- 1
Stories and pictures to non-broadcasting periodicals	- 1
Group oriented letters	- 1
Posters in campus community	- 1
Giveaways - records, books, recopies, bibliographies	- 1
Programs prepared for civic groups and schools	- 1
Regular announcements in university calendar of events and other publications	- 1
News items in organs of sponsoring groups, such as PTA	- 1
Display items with libraries	- 1
Announcements in Superintendent's (public school) weekly bulletin	- 1
Campaigns for specific groups	- 1
Disks and tapes telling (station) story	- 1
Car tags, stickers, banners	- 1
Athletic contests	- 1
University lectures	- 1
Program log in daily newspapers and student paper	- 3
Program schedules to local music stores, Hi-Fi dealers, and libraries	- 2
Open house	- 2
Announcement in theatre programs	- 1
Letters and flyers to faculty	- 1

No doubt many educational stations use some of the devices listed above from time to time, but failed to detail them in their replies.

TABLE VI

THE RELATIVE USE OF VARIOUS PUBLIC RELATIONS MEDIA AND METHODS
BY CLASS II STATIONS
(Percentages based on 21 responses)

Methods and/or Media	Regularly and/ or Often	Occasionally Only	Never
Stories and pictures to newspapers	48-	48-	4+
Stories and pictures to the trade press	10-	52+	38+
Stories to JOURNAL OF BROAD- CASTING & NAEB JOURNAL	00	52+	48-
Stories to NAEB NEWSLETTER	00	48-	52+
Exhibits	24-	62-	14+
Printed program schedules	76+	10-	14+
Other printed mail promotion	14+	43-	43-
Promotional talks by staff	48-	33+	19+
Promotional programs on station	19+	48-	33+
Promotional spots on station	43-	38+	19+
Promotional remotes of various types	00	38+	62-

In addition to these media and methods, others were reported in use by various stations, and these, numerically tabulated, follow:

Program schedules in daily and Sunday newspapers	- 1
Program schedules in TV Guide and similar publications	- 1
Regular releases to school children	- 1
Regular releases to PTA	- 1
Regular releases to teachers and/or college faculty	- 2
Liaison with civic and service organizations	- 1
Demonstrations of radio use before PTA and similar groups	- 1
Remote recording for civic organizations	- 1
Attendance at state broadcasters' meetings	- 1
Courses in educational radio and TV for teachers	- 1
Sports broadcasts	- 2
Civic programs	- 1
Sound equipment service	- 1
Broadcast of all live school music programs over commercial stations	- 1
Rebroadcast of station's music program over commercial stations	- 1

Some of the above media and methods seem to duplicate the material in Table VI but they are quoted because of the additional information they may convey.

In imagination and breadth of activities, the Class III stations as a whole seem superior, public relations-wise, to the other two classes. As indicated previously, this may be due to the prevailing financial set-ups of these stations, where a community selling job is a "must" for survival. Table VII illustrates the situation for the Class III stations.

TABLE VII

THE RELATIVE USE OF VARIOUS PUBLIC RELATIONS MEDIA AND METHODS
BY CLASS III STATIONS
(Percentages based on 11 responses)

Methods and/or Media	Regularly and/or Often	Occasionally Only	Never
Stories and pictures to news-papers	91-	9+	00
Stories and pictures to the trade press	27+	55-	18+
Stories to JOURNAL OF BROADCASTING AND NAEB JOURNAL	27+	55-	18+
Stories to NAEB NEWSLETTER	36+	46-	18+
Exhibits	27+	46-	27+
Printed program schedules	73-	9+	18+
Other printed mail promotion	64-	36+	00
Promotional talks by staff	64-	36+	00
Promotional programs on station	45+	46-	9+
Promotional spots on station	73-	18+	9+
Promotional remotes of various types	18+	36+	46-

Other promotional means and/or methods used by Class III stations, numerically tabulated, follow:

Educational conventions	- 1
(Station) maintains all-glass studio at state fair and programs four hours per day, live plus rehearsals during the eight day event. This means almost a continuous show for the crowd. It really pays dividends.	- 1
Remote spots on commercial TV	- 1
Sample programs on commercial TV	- 1
Excerpts film showing (station's) program samples	- 1
Conversion film	- 1
Public relations drive for fund raising at small gifts level	- 1
Participation in special events telecasts, such as Little League, etc.	- 1
The issuing of about 4,000 general information booklets on operation	- 1
Promotional film	- 1
Community volunteer committees	- 1
Membership (fund raising) program	- 1

There were only two respondents in the Class IV (municipally owned) class. Strangely enough, there was considerable variance in the public relations practices of the two stations.

TABLE VIII

THE RELATIVE USE OF VARIOUS PUBLIC RELATIONS MEDIA AND METHODS
BY CLASS IV STATIONS
(Percentages based on 2 responses)

Methods and/or Media	Regularly and/or Often	Occasionally Only	Never
Stories and pictures to newspapers	50	50	00
Stories and pictures to the trade press	50	00	50
Stories to JOURNAL OF BROADCASTING and NAEB JOURNAL	50	50	00
Stories to NAEB NEWSLETTER	00	50	50
Exhibits	00	100	00
Printed program schedules	100	00	00
Other printed mail promotion	50	50	00
Promotional talks by staff	00	100	00
Promotional programs on station	50	50	00
Promotional spots on station	50	50	00
Promotional remotes of various types	00	100	00

Part IV - Conclusions

From an analysis of the replies and other materials received from respondents, a number of conclusions seem indicated:

1. The participation in public relations activities by Educational Broadcasting Stations is spotty, and ranges from an intense program by some stations, to situations where there is little or nothing done along these lines.
2. In general, the community-type stations exhibit more professionalism in public relations than the others. The college stations would rank second. The availability ~~for~~^c money, apparently, is the most important factor in making this situation extant.
3. The lack of recognition of the ~~Trade~~^t Press as a means of publicizing Educational Broadcasting Stations' activities is evident.
4. Plainly, Educational Broadcasting Stations are not doing their duty by the NAEB publications.
5. For the most part, processed program schedules are frowned upon by those who must put them out.
6. Wide discrepancies in the printing costs of program schedules would seem to indicate that NAEB could sponsor some helpful research along these lines.
7. This preliminary survey indicates a large area of possible research in the public relations activities of educational broadcasting stations that should be explored on a systematic and scientific basis.

*Public Relations
Committee*

November 2, 1959

Dr. Skornia: Re PR committee meeting at convention

1. Committee approved a simple logotype - to be an oval with NAEB in it. (We were late starting, and I didn't say anything on this one at all, not wanting to hold up the proceedings. However, they decided for a capital letter and plain-~~the~~ is on the news releases etc. I personally would like to see them use all lower case for a more distinctive look) Anyway, it was approved. No one said who would go ahead and get one drawn up.
2. Bouwsma presented his proposal for a National Educational Broadcasting Week, as a means of hitting the national press ~~far~~ all at one time. He had talked with advertising agencies in New York on this. The committee endorsed the general structure. Bouwsma is to proceed with his contacts with ad agencies and such
3. Re an NAEB audio station break. The PR committee agreed it should be used on all NAEB member stations--not just the radio network stations. They proposed its use every two hours, if it did not interfere with programing. They recommended that the Network Committee work out the wording
4. There was discussion but no real decisions on how to get NAEB viewpoints into wider circulation (articles from members into magazines other than trade ones) and there was also discussion re reaction to recent press releases. This discussion lasted until time for the meeting to break up. Bender said he would propose that the committee meet for a day to discuss and try to work out something. They agreed that the things they were discussing (articles in national circulation mags etc.) would take a full-time publicity staff. They seemed to feel that aiming news releases at the trade press (which is primarily what we do now) is doing them no good. They (Bender especially) said his idea of what should come out of a PR dept for NAEB is a wider audience for the educational broadcaster. If we get that, he feels the trade press will be ~~there~~ there to cover it, and we don't need to worry about them.

The consensus in that regard was that the stations should work more closely with their university or school PR departments in order to get local coverage.

If their ideas re trade press are right, then I agree with

Bender's comments on attached releases. Sometimes I have felt that the ~~xx~~ news was not significant in any case, but there seemed to be reasons for issuing a release just the same.

5. Re exhibits at non-NAEB conventions, they didn't have time to say much. They were in favor of them, said they. I showed them the model for the most recent one. And they liked it, and said they would keep an eye out on places where they thought it might profitably be used. I explained the difficulties of manning them.
6. Re PR items in NL. They were in favor of them. I pointed out that their chairman had been the staunchest defender of not having PR-type stuff in the NL.

MEETING ADJOURNED.

BETTY

записи:

— «Конечно» — это ведь означает что звоните позже, пока еще не получили
уточнения. Поэтому лучше оправдаться и сказать что уточняют или что уточнение
еще не получено пока что. А если говорить искренне то это не является
ложью? И я считаю лучше так: что это мы пока что уточняем вопрос. Тогда
старший или главный звонок говорит вам что вы звоните раньше для уточнения
информации и что вы можете звонить позже, пока мы еще не получим
такой же ответ как и вы.

Запись:

Бывший глава — звонок из ГИБДД о том что вчера на 10 км автодороги № 101
установлено три камеры фиксации по тем данным что-то-то-то и что-то-то-то
показали что фиксациями не было. Кто-то из них звонил прошу не звонить

за информацию о том что это-то-то

Бывший глава — звонок
Они фиксацию не делают
Само собой
но-но-но-но-но-но-но-но

Joe Morris
TV Daily
1501 Broadway
NY 36 NY.

October 15, 1959

Mr. William Bender, Jr.
1345 Medical Center
University of Michigan
Ann Arbor, Michigan

Dear Bill:

You have, no doubt, received by now a copy of Dr. Skornia's letter to me under date of October 13 dealing with suggested agenda for the Public Relations Committee. Knowing the Committee as we do, if you can develop any consensus of action on these seven items within the allotted hour of your meeting, you are indeed a genius. We will agree, I know, that all of Dr. Skornia's suggestions have much merit.

I have already discussed with you the need of approving a simple logo-type design and I believe that you had best concentrate on that.

I have a question regarding Dr. Skornia's item number two, namely the audio station break. Would this be confined to just those NAKB members subscribing to the tape network or would it be something that could be used by all of us? Obviously, I favor the latter interpretation. Point three might be taken care of by circulating among the membership a list of respective periodicals accompanied by brief statements of their respective content policies. If the Committee thinks that this is a good idea, any one of us could do this.

I believe that as far as four is concerned headquarters has already been designated as a repository for exhibit materials. Check me on this and if I am right, should we intensify our efforts among the membership to make use of this facility?

I have seen no local results of the intensified program of NAKB press releases. Perhaps other members of the Committee can comment on this. Item six is, in my opinion, a matter that should be basically taken care of by encouraging the respective broadcasting directors to work with their own college news bureaus. You now have my valuable comments.

Best of luck at the meeting.

Cordially yours,



Elmer G. Sulzer, Director
Radio and Television Communications

EGS:sd

cc: Dr. Harry J. Skornia/

NAEB Headquarters
14 Gregory Hall
Urbana, Illinois

October 13, 1959

Mr. Elmer G. Sulzor
Radio Station WFIU
Indiana University
Bloomington, Indiana

Dear Elmer:

I received the attached from Ray Choydleur. (For the benefit of recipients of copies of this letter, Ray asks what problems the committee should discuss, in its meeting at Detroit, chaired by Bendor in Elmer's absence and at his invitation). I don't quite know what to reply, and certainly don't want to preempt your prerogatives as Chairman.

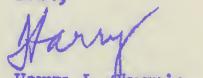
Would you like to send out a brief agenda, so you retain your chairmanship control? Below I list, as suggestions from here only, a few things that occur to us here. But please feel free to reject any or all for the meeting:

- 1) Logotype/slide for NAEB TV members -- and for possible other uses (status of development, etc.)
- 2) Comparable audio station-break NAEB radio member identification
- 3) The desirability of (and how promote and handle) getting good articles from NAEB people in magazines, etc., other than our own, to help them in achieving professional recognition, and in getting their (and in some cases NAEB) viewpoints into wider circulation
- 4) Exhibits on behalf of the NAEB at other conventions (This will be further explained, if it's on the agenda, by Harold Hill and Betty McKenzie, who will try to meet with the Committee. I also will try, but there appear to be possible conflicts.)

- 5) Reactions to recent NALB press release intensification, as handled by Betty. Suggestions for circulation will be welcome, I'm sure.
- 6) Mailing list circulation of P. R. and other stories. Whom are we forgetting to keep informed about the NALB --?
- 7) Other P. R. efforts and aids we need to provide?

These are intended only to be useful to you and the Committee, Elmer. I expect you'll have different and better ideas. I now leave in your hands: to disown me and the above, or any other procedure you deem appropriate. But this is about the only way I could think to answer Ray -- and it's a shame not to tap the energies of willing, imaginative workers.

Best,



Harry J. Skornia
Executive Director

HJS:JO

CC: Public Relations Committee
Betty McKenzie
Harold Hill
William Harloy
Raymond Hurlbert, Membership Committee Chairman

P. S. The date and time I have down for P. R. Committee meeting is 9 - 10 a.m., Tuesday, October 27 (room to be announced). I trust this is correct, Bill (Bender) --

NAEB

NEWS

Release: ON RECEIPT

File NAEB
File NAEB

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

14 Gregory Hall

Urbana, Illinois

Phone EMpire 7-6611, Ext. 3394

For further information, contact:
Mrs. Betty McKenzie
14 Gregory Hall
Urbana, Illinois
EMpire-7-6611, Ext. 3394

ADLER AND DAGE JOIN NAEB

Adler Electronics, Inc., and the Dage Television Division of Thompson Ramo Wooldridge Inc. have joined the National Association of Educational Broadcasters as Industrial Associates. Adler has been a pioneer in the development of microwave systems and low-power equipment of interest to educators. Dage is best known for its vidicon cameras which are widely used, particularly in closed-circuit TV operations.

Dr. Harry J. Skornia, Executive Director of the NAEB, announced the two new members and said that such membership is open to manufacturers of materials related to broadcasting who wish to foster educational broadcasting through cooperation with the NAEB. Motorola, Inc., was the first Industrial Associate, followed by Radio Corporation of America, General Electric Company, Minnesota Mining and Manufacturing Company, Ampex Corporation, and General Precision Laboratory Incorporated.

October 15, 1959/dp

4427

No "home town" angle
Weak News
No "Significance"
what about distribution?

NAEB

NEWS

October 26, 1959

Release:

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

14 Gregory Hall

Urbana, Illinois

Phone EMpire 7-6611, Ext. 3394

For more information, contact
Betty McKenzie
Sheraton-Cadillac Hotel
Detroit, Michigan

TV MANUFACTURERS EXHIBIT AT NAEB CONVENTION

(Oct 27)

Exhibits and demonstrations of new TV equipment will be a major attraction tomorrow when the annual convention of the National Association of Educational Broadcasters opens. Members of the NAEB will convene at the Sheraton-Cadillac Hotel, Detroit.

Among the exhibitors will be Adler Electronics, who will show their translator, 100-watt amplifier, 100-watt UHF transmitter, and 2 KMC microwave equipment. Century Lighting and Dage Television will cooperate in an exhibit involving TV lighting equipment, a TV mobile control room, and the new 320-B air vidicon camera. Argus will introduce their special \$595 TV camera specially designed for use in classroom demonstrations. RCA will exhibit classroom television receivers; and 3M, audiotape and videotape. Ampex will demonstrate the imported Marconi camera and the videotape recorder.

WHAT IS NAEB? #####

~~SECRET~~ File - PR Comm

RECEIVED
NAEB HEADQUARTERS

NOV 12 1959

AM 7 8 9 10 11 12 1 2 3 4 5 6 PM

M I N U T E S

of the

35th Annual Convention

of the

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

NAEB PR COMMITTEE
Sheraton-Cadillac Hotel
October 27, 1959
9 a.m.

PRESENT: William Bender, U. Michigan---Actg Chairman
Franklin Bouwsma---WTVS, Detroit
Ray Cheydleur---Manatee Jr. College
Milford Jensen---WCAL, St. Olaf College

ABSENT: Elmer Sulzer, Indiana U---Chairman
Ray Weimer---School of J.U. of Florida

OBSERVERS: Betty McKenzie, NAEB
Harry Skornia, NAEB

Agenda accepted.

1. The committee approved an logotype containing the block letters NAEB for use on printed programs and television slides.
2. The committee favored proposal for NE broadcasting week. Frank Bouwsma was appointed to draw up plan of action and a suggested target date through contracts with advertising agency and other educational broadcasting organizations. He was directed to report the plan of action and date in some future issue of our news letter.
3. The committee favors a NAEB station break. The matter was referred to the network committee to determine wording. The PR committee recommends that the NEAB stations be required to broadcast the station break every two hours unless it interferes with a continuous program.
4. & 6. These subjects require further consideration. The committee recommend calling a special meeting of the public relations committee to explore these matters in depth.
5. The committee approves and encourages the use of NAEB exhibits at conventions of other organizations.

No other business brought before the committee the meeting was adjourned.

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

Report of the Public Relations Committee

Fiscal Year 1959-1960

< File

During the instant year, it was impossible to get the entire Committee together in any one place. However, a number of mailings by the Committee Chairman plus personal contacts with the Committee members have established certain conclusions in the public relations area. In addition, some concrete objectives have been realized.

1. The need for a public relations handbook for distribution to educational broadcasting stations was clearly indicated. Such a handbook was subsequently prepared, published by the NAEB headquarters, and widely distributed. It is interesting to note in this connection that quite a large number of requests were received from commercial stations for copies of this publication and a scattered number of requests were also received from other industries.
2. The design of an NAEB logotype was finalized and mats were prepared for distribution by headquarters. The Committee recommends that members make liberal use of these logotypes. They should unquestionably be a part of every program schedule issued by our members and they should also be used in other ways as seem appropriate.
3. In view of the divergence of interests and objectives, public relations-wise, that we have discovered in our membership, we feel that to a certain extent the development of good public relations is a local problem that each station or closed circuit operation must meet to achieve its special objectives. The handbook referred to is a guide that will meet most basic situations. Furthermore, the NAEB Public Relations Committee stands ready to supplement this guide by personal counseling when called upon.
4. The matter of developing an NAEB image came in for a great deal of examination. It is the consensus of the majority of the Committee that such an image cannot be expressed in words, but must be developed through deeds (which can be publicized) as well as by the activities and public statements of the NAEB President himself.
5. The NAEB headquarters staff should be commended for the national news releases on NAEB activities emanating from Urbana. The use of these releases was more widespread, in our opinion, during the past year than ever before. However, it is apparent that any material increase in national promotion emanating from our office in Urbana and/or our new one in Washington, must be matched by adequate personnel to handle the increased load. Whether or not such an increase in news release quantity is justified by the additional expense, is something that should be given careful consideration.

6. The matter of a national educational broadcast week has been carefully considered by this Committee. It is our belief that such a week is unjustified in terms of expense, personal effort, and results that might be achieved.
7. It has been suggested that this Committee develop a critical comment service on program schedules sent us by stations that want such a service. It is our feeling that while members of the Public Relations Committee would have no objections to undertaking this responsibility, it could perhaps be handled in a more systematic and efficient fashion by our Editor in Urbana.
8. The NAEB Public Relations Committee believes that a better job of indoctrination into the functions of NAEB should be done by member stations on all staff levels. This is a job for the various station directors and they should exert every effort to see that this is done by the best means within their control.

Furthermore, station managers should plug their NAEB affiliation more vigorously in their respective communities with every resource at their command.

9. Somewhat akin to the matter of more news releases on a national basis is the development of articles in national magazines including the "slicks". While agreeing that this is certainly a worthwhile activity and represents a definite need, the Public Relations Committee believes that it should be handled by (a) a competent staff member at headquarters for generalized articles, and (b) by the individual stations where articles devoted to the activities of individual stations would be the proposed subjects.

Respectfully submitted,

William Bender, Jr.
Marye D. Benjamin
Franklin G. Bouwma
Raymond D. Cheybleur
Bernard F. Kamins
Louis Peneguy
Seymour N. Siegel
R. C. Williams, S.J.

Elmer G. Sulzer, Chairman
Public Relations Committee

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

Report of the Public Relations Committee

Fiscal Year 1959-1960

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Elmer G. Sulzer, Chairman
Public Relations Committee

a

**Public Relations
guide
for the educational broadcasting station**

- *not for management*
- *but to be read
memorized
and practiced
by the entire staff*

**NAEB
1960**

by way of getting started . . .

Public relations is not just a collection of techniques. Rather, public relations is something that must be *lived*. All but one of your staff may practice perfect public relations — but let that one staff member get indifferent and the whole battle may be lost.

so, let's get this straight—

Good station public relations is a full-time job for everybody.

Now, when some stranger pays your station a visit . . .

regardless of whether or not he sees a good-looking secretary first

- Is he greeted cordially by the first staff member contacted?
- Is he taken to a place where he can be comfortable while waiting? (Or does he have to remain standing?)
- Is a sincere and obvious effort made to find the desired staff member promptly?
- Is a substitute person suggested to avoid an unduly long wait?
- Are a few pleasantries exchanged with the waiting visitor?
- Is he offered a cigarette, a Coke, or some reading material?
- Or maybe a brief tour of the studios?
- Or, to summarize, does he go away after his visit with a good taste in his mouth?



If you can answer Yes to all of these, your station qualifies for Merit Badge Number 1.

Remember . . . every visitor is an important person.

Next, how about internal relations?

It's nice for those staff smiles to be genuine.

- Do you have staff meetings at reasonably frequent intervals?
- And do all station employees have a chance to express themselves freely and with complete safety to themselves?
- Do all staff members have a chance to see the trade magazines . . . the program schedules from other stations . . . the NAEB notices . . . and the applicable directives from your own organization?
- Or, to put it another way, do they all have a chance to know freely what is going on?
- And do they all enjoy that camaraderie — and carry that cheerfulness in the face of hard work — that says, "There's nothing in this job that makes me insecure"?



2

Maybe it was Socrates who said, "A happy staff is an efficient one."

Airing your public relationships . . .

What's meant is keeping all your audience in a good humor.

- Can you keep that ulcer down and dictate a nice, friendly, thanks-for-listening letter in reply to vindictive criticism?
- In fact, do you make each person in your audience feel that he is wanted and has a part in the station's policies?
- Do you try to handle controversial issues on the air in a way that should show a fair-minded listener that you are striving for objectivity? (Leaving the rabble rousers for other types of broadcasting stations.)
- How about remembering to plug your station, your institution, and your own shows on the air?
- If the news service people at your institution want to push a particular campus anniversary, open house, graduation, or whatnot, do you willingly push with them?
- Have you learned how to resist pressures for announcements and programs that would injure your station image, yet still leave the persons wanting such things in a good humor? (Takes patience, but it's worth it.)
- And have you clearly defined the image you are striving to perfect for your station?



3

Most audiences tuning in to a given station are potential friends of that station . . . and friends are something than which there is nothing nicer.

Building that audience . . .

And here's where a budget is a consolation.

- Do you have some device (printed schedules, newspaper listings, etc.) to let your listeners know at regular intervals what programs are coming up?
- And do you have apoplexy if you discover that a name is spelled wrong on the mailing list? (You should.)
- Do you inform your institutional staff of special future programs?
- Does your budget permit the use of window posters, tire covers, or license plates calling attention to your station?
- Do you feed to the news bureau at your institution stories on new programs, new production gimmicks, and other angles that are legitimately news worthy? Also pictures?
- Do you keep in mind what makes news? (Such things as staff speeches to civic groups . . . added power . . . new equipment . . . behind-the-scenes human interest stories . . . anniversaries of the station . . . tie-ins with community drives, such as the United Fund and Heart Association . . . crystal-ball opinions of staff members on the future of broadcasting . . . gifts, grants, bequests . . .)
- Do you dream up and produce one-time special events that are audience builders in themselves?
- And do you watch out for *names* — individual and group — that will appear within remoting distance of your station?
- Do you get exclusives on big events? (It's nice when you know that people *have* to listen to your station.)

*You can give yourself a discount here, if it's
on items where finances are squeezing you.*

4

Was it Shakespeare who reminded us that the axle squeaking the loudest gets the grease?

Letting the nation know . . .

. . . and the world too, for that matter

- Do you recognize the opportunity of making your outstanding features available to other stations with a credit tag to your operation?
- Do you respond in the affirmative to requests from the Voice of America, the Canadian Broadcasting Corporation, and the BBC — even if it sometimes means producing programs you don't carry yourself?
- And maybe you sometimes query NBC, CBS, ABC, or Mutual on something you could pick up for them?
- Have you set up for your institution's news bureau the chore of getting occasional features on unique facets of your work in, say, the *New York Times*, *Variety*, or (so we're dreaming) *Life*?
- And, while we're talking about news bureaus, home town stories on students working in your studios are sure-fire, aren't they? (And you can withhold your modesty a little when you send news of your operations to the NAEB publications, because you can be sure it is wanted.)
- Do you — every member of the staff — accept every opportunity for speeches where you can tell what you are doing?
- And do you cooperate in every way possible with *your* organization — the National Association of Educational Broadcasters? (Distinguished service with the NAEB implies a distinguished broadcasting operation back home.)



5

No discount this time. No budget involvement here.

The old mousetrap adage just doesn't work any more — at least not until a sign is erected down at the far end of the path.

. . . And a final potpourri of ideas . . .

Things we can't classify anyplace else.

- After a faculty member — or anyone else, for that matter— appears on your program, do you promptly send him a "thank you" note?
- How about Christmas cards from your station to your friends?
- And a sympathetic letter or telephone call to a performer who is ill?
- When you can find the time, do you or other members of the staff attend public service meetings of a nonbroadcasting nature?
- And, along the same lines, are you and others on the staff sufficiently identified with service and other civic groups?

This is your last challenge. If you rate Merit Badge Number 6 — as well as 1 through 5 — you don't need this publication anyway.



6

The Golden Rule is our best justification for perfect Public Relations.



*By Elmer G. Sulzer
Chairman, Public Relations Committee
National Association of Educational Broadcasters
Urbana, Illinois*

RECEIVED
NAEB HEADQUARTERS

*Public Relations
committee*

APR 15 1960

AM PM
7|8|9|10|11|12|1|2|3|4|5|6

13 April, 1960

Mr. Elmer G. Sulzer
Director
Radio and Television Communications
Indiana University
Bloomington, Indiana

Dear Mr. Sulzer:

Received your nice letter of April 6, upon my return from the National Association of Broadcasters Convention, and would like to thank you for the privilege of working on the Public Relations committee. In view of this, could you send me a one-line letter just telling me that I have been appointed to your committee? This brief note will be placed in the next edition of the NAB Newsletter, which goes to all our civic leaders.

My intention is to keep these civic leaders posted as to our alliance with the NAEB. Their interest is very necessary to what we would like to do. This can serve in a small way towards the solving of our first problem, which is to make known what and who the NAEB is to the public.

Taking up the points mentioned:

- 1) It would be impossible to paint the image of the NAEB. Your behavior, your actions, your policies constitute your image. An organization has a character just as a person does. The image, if there is one, should be fluid. It should not be a stereotyped image at all. Stereotyped images are objects of propaganda; making a fluid image known by "actions not words", is education. So my comment on this is that a concise statement of your NAEB image would be a waste of time, inasmuch as this statement would have to be amended from day to day.

-2-
Kamins

12 April, 1960

The NAEB image is painted by the deeds, character and expressed thoughts of your President. He is the symbol that gives the public your image.

What I am leading up to is that your President should be publicized to the high heaven. In that way, your image will be made concrete and easy to handle. A President is a living, human being, and is dynamic just as an image has to be fluid. As the President changes, so doth the organization.

2) If nobody has volunteered yet to give you the development of a check list of promotion routines for educational stations, I would be willing to boil down ten principles for publicizing a station, and send it to you for your changes and corrections and deletions and additions. You then could send the result of your machinations to the next public relations committee member and let him do a job on it. Thus, the principles could pass from hand to hand until your committee agrees on them. Ten easy principles could be easily printed on one small card and these cards passed out like the Ten Commandments. So I volunteer if nobody yet has.

- 3) Out of my line.
- 4) Not necessary.
- 5) Not necessary.

6) List the broadcasting publications in which you would like your publicity to appear. List the educational publications in which you wish your publicity to appear. Send a Fact Sheet about the NAEB geared to the broadcasting magazines, to these editors, and ask them whether or not they would like more information on any particular phase mentioned in the Fact Sheet. Do the same with the editors of the educational publications. The resultant communications will provide you with enough work and with enough guidance for articles.

Success stories are no good. These are like a small boy boasting and impair the object you are trying to preserve (so Burke once said in his "Speech on Conciliation").

-3-
Kamins

13 April, 1960

- 7) Your specific theme might be "Education First".
- 8) National Educational Broadcasting Week is corny. There are too many Weeks, Days, Months listed in the Chamber of Commerce calendars.
- 9) A drive for NAEB members among teachers is your very best idea. Create committees in each area immediately to do this. Hold parties in each community for new members. This is what should be publicized.
- 10) Before you set your goal of how many national articles per year, to be given to the slicks, get the first article into print.
- 11) Organize an electronic meeting, publicize this in the major trade publications. This will be a starting point for your articles.
- 12) Organizing an ETV and ER unit to interchange ideas is not going to get you an ounce of publicity.
- 13) First job --- a brand new up-to-date Fact Sheet. Second job --- listing of publications. Third Job --- sending Fact Sheet with covering letters to editors, asking them to let you know what further information they would like.

Best regards,

Bernie Kamins

BK/le

P. R. Committee

April 18, 1960

Mr. Franklin D. Bouwsma
Executive Secretary
Detroit Educational Television
Foundation
12300 Radio Place
Detroit 28, Michigan

RECEIVED
NAEB HEADQUARTERS

APR 19 1960

AM 7|8|9|10|11|12|1|2|3|4|5|6
PM

Dear Frank:

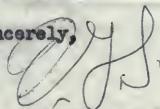
Thank you very much for your detailed letter of April 11. I want to tell you that I appreciate the time and trouble you have gone to to express your views.

Actually I feel that the contents of your letter, while undoubtedly dealing with public relations in its broadest sense, go into important elements of NAEB policy. These are matters which our committee could make recommendations about, but could hardly take definitive action on.

I hope you will be at the Institute so we can discuss these things in more detail. I plan to drive up Wednesday morning, May 4 and return Saturday, May 7. If you are planning to be there and will let me know approximately when, we can make plans to get together.

Again, thank you for your thoughtful interest.

Sincerely,



Elmer G. Sulzer, Director
Radio and Television Communications

ECS:mm

cc: H. Skornia ✓

RECEIVED
NAEB HEADQUARTERS

APR 27 1960

A.M. P.M.
7|8|9|10|11|12|1|2|3|4|5|6

*Public Relations
Committee*

25 April, 1960

Elmer G. Sulzer
Director, Radio and Television Communications
Indiana University
Bloomington, Indiana

Dear Elmer:

Might I suggest that you consider having a public relations advisory committee to work with your public relations (operating) committee? This public relations advisory committee would be comprised of top public relations counsels in the United States who have an emotional interest in the aims of the NAEB.

If you like this suggestion, two steps can be taken immediately: the members of your public relations (operating) committee can suggest to you names of leading public relations and advertising firms' presidents who might be of the sort needed for this volunteer work. As you approve of each name, the suggestor of each name would write to his man and ask him if he would act in a voluntary capacity.

Thus, when you have a drive for money for equipment, you can call upon the best brains in the public relations and advertising business to help you with suggestions or with actual deeds.

I could give you some names if you want them right away. If this idea is against policy for some reason, it is -- after all -- just an idea.

There are such men as I propose in the very cities in which your public relations committee members live. These men would feel proud to be associated with the NAEB, as I am.

Cordially,

Bernie Kamins

Felic. Chaymond

COPY

Sent for the information of

William Harley

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

14 GREGORY HALL
URBANA, ILLINOIS

June 27, 1960

Mr. Leslie F. Marcus
Producer-Director
Television Station WABE
Michigan State University
East Lansing, Michigan

Dear Mr. Marcus:

This letter is in reply to yours of June 23 to Mr. John White and to me, regarding a "National Education Television & Radio Week."

Franklin Bouwsma of Wayne State has been urging this on us for over a year. I think it's a fine idea, if it can be effectively done.

I am sending a copy of this reply to John White. If he feels it deserves a cooperative effort, I would be happy to appoint you and Franklin Bouwsma, on behalf of the NAB, to join with individuals who might be designated by the Center, to try to develop a plan for such a "Week," with recommendations for appropriate proclamations, announcements, station breaks, special programs, and other efforts.

I am also sending a copy of this to Mr. Elmer Sulzer, Chairman of the Public Relations Committee, Mr. Bernard Kamins in Los Angeles, who is a member of that committee, and well-placed in both experience and location to assist; and our Legal Counsel, Leonard Marks who would, perhaps have some ideas of steps which might be taken in Washington.

We thank you most sincerely for your thoughtful suggestion, and hope we may be able to come up with some specific way of implementing this idea.

I shall be away during July but Mr. Harold Hill, in this office -- whose ideas I have incorporated with mine in this letter -- will be here to help move it along if action is needed during that time.

Mr. Leslie F. Marcus, Page 2, June 27, 1960

We shall keep you informed of reactions as they are received.

Sincerely yours,

Harry J. Skornia
President

HJS:jl

CC: Mr. John White
Mr. William Harley
Mr. Bernard Kamins
Mr. Elmer Sulzer
Mr. Franklin Bouwman
Mr. Leonard Marks

Secretary of Defense, Washington
Department of Defense

Washington, D.C.
DODCOM, DODCOM

Mr. Robert M. McRaven
Mr. Robert M. McRaven, Telephone: 411-1200
Mr. Robert M. McRaven
Mr. Robert M. McRaven

Dear Sirs:

The National Defense Science and Technology Council is reaching
out proactively to the scientific community to identify areas of remaining
research needs in science and technology that will support the U.S. in
the future.

For example, I would like to highlight the Space Policy Directive 4, Defense Science and Technology Strategy, which identifies the need to increase our space-based capabilities, including the development of a space-based missile defense system, and the development of a space-based strategic weapons system.

Given the current state of affairs, it is clear that we must prioritize
our research efforts to ensure that we remain competitive in the field of space
technology, and that we are able to maintain our leadership in the development of
new technologies and applications that will benefit the United States and its allies.

For this reason, I would like to call upon all members of your organization, and the entire
scientific community, to provide input and recommendations on the following areas of
research priority:

1. Space-based missile defense systems, including the development of a space-based missile defense system, and the development of a space-based strategic weapons system.

In addition, I would like to call upon all members of your organization to provide input and recommendations on the following areas of research priority:

Dr. Harry J. Shourds
Mr. John F. White
June 23, 1960
Page 2

I feel a symbolic type of theme should be picked to transmit and carry the importance of the week.

There are a great variety of ways to present National Educational Radio and Television Week to the public.

1. Newspapers:

a. Publicize the local station (s) with articles, personality sketches featuring outstanding persons who have contributed so much to the cause of education over the airways, and pictures of studios and broadcasts-in-progress.

b. Publicize the week in trade magazines and journals.

c. Publicize Network programs and programs from national distributors with pictures and publicity releases.

2. Publicize the week in trade magazines and journals.

3. Make pamphlets, window display cards, and attachments for station mailing lists available.

4. Slides and announcements for station break promotions. Possibly having educational stations, i.e., radio and television in the same area, compliment each other through cross-promotion.

5. Hold open house at the various radio and television stations, possibly even in the local schools, to invite the public inside to receive first hand ideas of what educational facilities look like and have to offer that they can take advantage of.

6. Radio and television stations would put their collective best foot forward, programming outstanding features carrying through the professional attitude of the high calibre of educational programming.

There are many additional promotional ideas that can be incorporated. These above mentioned are but a few.

With all stations actively participating the spirit and enthusiasm of such a venture should instill continued high standards and outstanding productions to attract and increase our audience for educational radio and television.

I feel the idea has merit and thus submit it for your reaction and whatever possible action might be taken.

Sincerely,

Leslie F. Marcus
Producer-Director

Paribeth C.

July 15, 1960

Mr. Leslie F. Marcus
Producer-Director
Television Station WBB
Michigan State University
East Lansing, Michigan

Dear Mr. Marcus:

In further reference to your letter of June 23, proposing a National Educational Radio and Television Week, and Dr. Skornia's reply of June 27, I am enclosing a photo copy of a letter received from Mr. Bernard Kamins, executive vice president of the National Audience Board and a member of our NARB Public Relations committee.

I believe that Mr. Kamins has raised some very pertinent points, while, at the same time, indicating his agreement with the general idea. The problems posed by Mr. Kamins are very real ones and should be taken into consideration, I believe. Perhaps you have already thought out some of these problems.

At any rate, we all obviously think this is a fine idea if we could only "get it off the ground" and work out the problems. If you have any further suggestions about how this might be more readily implemented than we now seem to anticipate, please pass them along and we will continue to work toward a National Educational Radio and Television Week.

Sincerely,



Harold E. Hill
Administrative Vice President

HBN:jl
Enclosures

CC: Mr. John White
Mr. William Harley
Mr. Bernard Kamins
Mr. Elmer Sulzer
Mr. Franklin Bouwman
Mr. Leonard Marks

NEW YORK HEADQUARTERS
WIRE ROOM, Room 1000
DALE CRAVEN, New York Coordinator
157 East 42nd Avenue, New York 26, N.Y.
Telephone Telephone P-4777



CALIFORNIA HEADQUARTERS
EDWARD F. JAHRS, Executive Vice-President
VERN SMITH, Public Service Director
CANDACE CALIFORNIA
1920 Holly Grove Drive
Brentwood, California
Telephone Oberlin 1-5441

July 5, 1960

Harry J. Skornia, President
National Association of Educational Broadcasters
16 Gregory Hall
DePaul, Illinois

Dear Harry (or Harold) Hill:

For what they are worth, as a member of your Public Relations Committee, may I make three comments in regard to the June 27 letter sent to you by Leslie F. Marcus of Michigan State University, relating to his "Plan for a National Educational Radio and Television Week".

First, treating this idea constructively (that is, without addressing non-factual), the October date is too near. If a plan like this were executed, the preparation would be all-important. At least six months in advance would be needed for developing a plan of attack.

Secondly, you would need a minimum of \$25,000 as a starting budget, even if the very first step were to try to get the educational stations themselves to raise the funds.

Thirdly, the determination for such a week would fall in the province of the United States Chamber of Commerce.

To discuss the time element and the preparation, a full-time professional promoter, an experienced man, perhaps with some military help, would have to be engaged to make such an effort a continuous one.

A Finance committee would have to be appointed to examine the situation as far as the funds for such a project were concerned. U. S. Government, state government, local government, citizens' groups, etc., would all have to be brought into the play to pay for the effort.

National weeks are set by the U. S. Chamber. This organization puts out a calendar of such weeks and days and months. It is not difficult to know the date nor but it must be set far in advance so that word of it can be spread by the United States Chamber of Commerce. Word of it is spread by the Chamber so that professional public relations and advertising agencies can offer a chance will be given to tie on to the promotion.

in this connection, publicity dimensions of the stations have to be considered. After being contacted, they must be pressured into movement.

All this is by way of discussion. I favor the idea. I know that the National Audience Board would help spread the word.

I think that Marcus and Franklin Roosevelt have a good idea there. Perhaps some wealthy individual, who would be a declared Chairman of the National Educational Radio and Television Week, would shell out the money to pay for the week.

Thanks for the communication.

Best regards,

Bernard F. Kainis

RFF/mw

F.E.-P.R. Com

July 20, 1960

RECEIVED
NAEB HEADQUARTERS

JUL 22 1960

A.M. 7|8|9|10|11|12|1|2|3|4|5|6 P.M.

Mr. Leslie F. Marcus
Producer-Director
Television Station WMSB
Michigan State University
East Lansing, Michigan

Dear Mr. Marcus:

As Chairman of the NAEB Public Relations Committee, I have been giving a good deal of thought to the matter of the National Educational Radio and Television Week. In fact, I have been thinking about this matter for something like two years.

In spite of the immediate and ecstatic appeal that such a week would undoubtedly have for those people engaged in educational broadcasting pursuits not to mention the PTA'ers and educators in general, I am somewhat reluctantly forced to the conclusion that the results of such a week would not be commensurate with the efforts involved. Therefore, I would counsel against it although I would willingly lend all support to the effort and go along with the idea if such a thing was approved as NAEB policy.

I am against the idea for the following reasons. First, in considering such a matter, it is essential to place everything in its proper focus. Undoubtedly such a week would be hailed with great enthusiasm by the groups mentioned above but, after all those groups do not require such a week—they are already sold on educational broadcasting. As for the other people within our possible reach, I can honestly say that such a week would be in the same category as National Flag Week, National Heart Fund Week, National Be-Kind-To-Animals Week and no end of other worthwhile causes to which we would give a respectful but unimpressive look. If there were only two or three such weeks a year, my feeling would be different; but based upon my public relations experience of the past plus pure hunch, I doubt if the effort would cause much of a ripple among those who are not already sold on us. There is just too much dilution in the week's idea. Even the commercial radio stations who have everything at stake in putting over the function cause little if any attention with their National Radio Week even though the NAB spent a big hunk of money in station assists.

My other objection which is really a corollary of the first is something that is well expressed, although for another purpose in Bernie Kamins' letter

Mr. Leslie F. Marcus

- 2 -

July 20, 1960

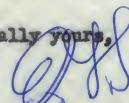
to Harry Skornia. Bernie recognizes, as I do, that if we entered into such a project at all, we must be prepared to adequately finance the endeavor. Although not too many members of the NAEB would agree with me in this statement, I have had a feeling that our organization has been inclined habitually to spread its money too thin with various projects. Obviously, if the minimum amount of \$25,000 was to come from the NAEB coffers, it would be \$25,000 that would not be spent elsewhere; and in view of the doubtful results of the project, I would consider it very poor business to make such an expenditure.

I seem to sense the suggestion in Bernie's letter that maybe the various stations would contribute to the kitty for this purpose. I have serious doubts that this would be successful, or any place close to it.

In the last analysis I have come to the conclusion after a great deal of thought that educational public relations can best be handled through the NAEB by encouraging a good public relations job on the part of each of our member stations. For your information a little guide for the use of educational station staff members is in press now and will shortly be distributed by the NAEB.

I am sorry to be so negativistic about this matter, but I am always open for further discussion if desirable.

Cordially yours,



Elmer G. Sulzer, Director
Radio and Television Communications

EGS:mm

cc: Mr. Harold Hill ✓
Mr. William Bender
Mr. John White
Mr. William Harley
Mr. Bernard Kamins
Mr. Franklin Bouwsma
Mr. Leonard Marks

Mr. Hill

July 15, 1960

Mr. Leslie F. Marcus
Producer-Director
Television Station WABE
Michigan State University
East Lansing, Michigan

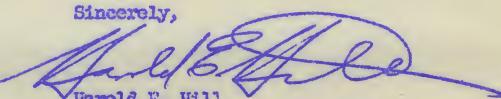
Dear Mr. Marcus:

In further reference to your letter of June 23, proposing a National Educational Radio and Television Week, and Dr. Skornia's reply of June 27, I am enclosing a photo copy of a letter received from Mr. Bernard Kamins, executive vice president of the National Audience Board and a member of our NAB Public Relations committee.

I believe that Mr. Kamins has raised some very pertinent points, while, at the same time, indicating his agreement with the general idea. The problems posed by Mr. Kamins are very real ones and should be taken into consideration, I believe. Perhaps you have already thought out some of these problems.

At any rate, we all obviously think this is a fine idea if we could only "get it off the ground" and work out the problems. If you have any further suggestions about how this might be more readily implemented than we now seem to anticipate, please pass them along and we will continue to work toward a National Educational Radio and Television Week.

Sincerely,



Harold E. Hill
Administrative Vice President

MEN:jl
Enclosures

CC: Mr. John White
Mr. William Harley
Mr. Bernard Kamins
Mr. Elmer Sulzer
Mr. Franklin Dousman
Mr. Leonard Marks

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS



EDUCATIONAL
BROADCASTING

1000 Connecticut Avenue
Washington, D. C.
Telephone: 202-296-1941
Telex: 23-7400
Member: NAB

TELEGRAMS: WASH 24

2010, Volume 18, Number 10, October 1968. ISSN 0898-2603
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Anchorage, Texas; Anchorage, Washington; Anchorage, Wisconsin; Anchorage,
Wyoming; Anchorage, Alaska; Anchorage, Hawaii; Anchorage, Idaho;
Anchorage, Maine; Anchorage, Minnesota; Anchorage, New Mexico;
Anchorage, Oregon; Anchorage, Pennsylvania; Anchorage, Rhode Island;
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Anchorage, Maine; Anchorage, Minnesota; Anchorage, New Mexico;

Rev. Leslie F. Brown, page 2, June 27, 1968

We would keep you informed of developments as they are received.

William J. Walsh

James J. Murphy
President

AUG 11

- cc: Mr. John White
Mr. William Murphy
Mr. Bernard Quinn
Mr. Oliver Salter
Mr. Franklin Johnson
Mr. Dennis Webb

July 8, 1960

Mr. Bernard F. Kamins
Executive Vice-President
National Audience Board
190 North Canon Drive
Beverly Hills, California

Dear Bernie:

Just a brief note to acknowledge your thought-provoking reaction to Leslie Harcus' proposal for a National Educational Radio and Television Week. You have raised some very good points and as soon as I have received the comments from some of the others Harry passed this on to I'll be in touch with Mr. Harcus. And, naturally, I'll keep you and the others informed.

Cordially,

Harold E. Hill
Administrative Vice President

HEH:jl

RECEIVED
NAEB HEADQUARTERS

JUL 7 1960

7/8/9/10/11/12/7/19/8/4/5/6

NEW YORK HEADQUARTERS

PETER GOLET, President

DALE CLARK, New York Coordinator

152 East End Avenue, New York 28, N. Y.

Telephone TRafalgar 9-6070



July 5, 1960

CALIFORNIA HEADQUARTERS

BERNARD F. KAMINS, Executive Vice-President
VERA SERVI, Public Service Director

CANON-AT-CLIFTON

190 North Canon Drive
Beverly Hills, California

Telephone CRestview 1-8141

Harry J. Skornia, President
National Association of Educational Broadcasters
14 Gregory Hall
Urbana, Illinois

Dear Harry (or Harold Hill):

For what they are worth, as a member of your Public Relations Committee, may I make three comments in regard to the June 23 letter sent to you by Leslie F. Harcus of Michigan State University, relating to his idea for a National Educational Radio and Television Week.

First, treating this idea constructively (that is, without stressing negatives), the October date is too near. If a plan like this were executed, the preparation would be all-important. At least six months in advance would be needed for developing a plan of attack.

Secondly, you would need a minimum of \$25,000 as a starting budget, even if the very first step were to try to get the educational stations themselves to raise the funds.

Thirdly, the determination for such a week would fall in the province of the United States Chamber of Commerce.

To discuss the time element and the preparation, a full time professional promoter, an experienced man, perhaps with some auxiliary help, would have to be engaged to make such an effort a continuous one.

A finance committee would have to be appointed to examine the situation as far as the funds for such a project were concerned. U. S. Government, state government, local government, citizens' groups, etc., would all have to be brought into the play to pay for the effort.

National weeks are set by the U. S. Chamber. This organization puts out a calendar of such weeks and days and months. It is not difficult to have the date set but it must be set far in advance so that word of it can be spread by the United States Chamber of Commerce. Word of it is spread by the Chamber so that professional public relations and advertising agencies can have a chance well in advance to tie on to the promotion.

In this connection, publicity directors of the stations have to be contacted. After being contacted, they must be propelled into movement.

All this is by way of discussion. I favor the idea. I know that the National Audience Board would help spread the word.

I think that Harcus and Franklin Bouwsma have a good idea there. Perhaps some wealthy individual, who would be a declared Chairman of the National Educational Radio and Television Week, would shell out the money to pay for the week.

Thanks for the communication.

Best regards,

Bernard

Bernard F. Kamins

BFK/mm

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS



EDWARD HILL
PRESIDENT

EDWARD H. HILL
NATIONAL ASSOCIATION
OF EDUCATIONAL BROADCASTERS
1000 19TH STREET, N.W.
WASH. 2544-1711

Dear Mr. Chairman:

THE ATTACHED IS A DRAFT COPY OF AN OFFICIAL LETTER WHICH WILL BE
MAILED TOMORROW TO THE HOUSE COMMITTEE ON EDUCATION AND LABOR.

Please be advised of the following letter which will be mailed tomorrow
to you, to the House Committee on Education and Labor.

I am enclosing a copy of the draft letter which will be mailed to
members of Congress by Edward Hill, President of the National Association
of Educational Broadcasters, and the American Association of
Broadcasters, Inc., on behalf of the National Association of
Educational Broadcasters, Inc., and the American Association of
Broadcasters, Inc., concerning their opposition to proposed legislation, specifically,
another Senate version of the proposed new tax on television stations.

WE ALSO ENCLOSURE A COPY OF THE OFFICIAL LETTER WHICH THE PRESIDENT OF THE
AMERICAN ASSOCIATION OF BROADCASTERS, INC., SENT TO YOU, THE CHAIRMAN, AND TO
A MEMBER OF CONGRESS TOMORROW, WHO WAS REQUESTED TO SEND RECOMMENDATION FROM
COMMITTEE APPROVALS, AND OTHER INFORMATION WHICH YOU WOULD
PROBABLY WANT FROM TIME OF APPROVAL OF THE PROPOSED TAX.

WE THANK YOU AGAIN FOR YOUR CONTINUED SUPPORT, ASSISTANCE, AND HOPE WE
MAY BE ABLE TO COUNT UPON YOUR SUPPORT AND COOPERATION THIS COMING WEEK.

IF POSSIBLE, WE SUGGEST THAT YOU SEE MR. EDWARD HILL IN THIS OFFICE — WE
DOUBTLESS HE WILL COOPERATE WITH YOU IN THIS MATTER AS WELL AS HELP TO
EASILY MOVE IT ALONG TO WHEREVER IT NEEDS TO GO IN THE HOUSE.

RE: CALLER ID NUMBER: 9876 5432 1234

We would like you to know of positions we have available.

RE: DIRECTOR OF PERSONNEL

SARAH J. BURTON
DIRECTOR

RE: VACANT

DO: 10: John Miller
11: William Bailey
12: Barbara Wilson
13: Eddie Walker
14: Franklin Johnson
15: Leontine Morris

MICHIGAN STATE UNIVERSITY EAST LANSING

TELEVISION STATION WMSB

June 23, 1960

Dr. Harry J. Skornia, President
National Association of Educational Broadcasters
14 Gregory Hall
Urbana, Illinois

Mr. John F. White, President
National Educational Television & Radio Center
10 Columbus Circle
New York 19, New York

Dear Sirs:

The big task facing educational radio and television is that of creating an awareness in the public of our excellent programs. An idea on creating this awareness has been "bugging" me for a long time and I would like to pass it along to you.

I am sure you are familiar with "National Pickle Week", "National Tavern Week", "National Education Week" and a multitude of other national weeks; but in the years I've been affiliated with educational television I can't recall a National Educational Radio and Television Week.

This then is my proposal: The official designation of a National Educational Radio and Television Week.

During the summer months educational programming, like it's counter-part-commercial programming, takes a hiatus re-running familiar films and transcriptions, a few live productions, but not too much, for the wealth of the producers and directors energies are being funneled toward creating new exciting imaginative programming for the fall, winter, and spring months.

Most fall programming begins in late September or early October, and I'm sure many stations like us at WMSB, plan their fall programming to commence on the first of October.

Therefore, I suggest the first week of October as National Education Radio and Television Week.

In undertaking such a venture the N.A.E.B. and N.E.T.R.C. working closely with their affiliates would strive to have all related elements enlighten the people of the United States to wealth of good informative programs to be viewed and heard over educational stations.

Dr. Harry J. Skornia
Mr. John F. White
June 23, 1960
Page 2

I feel a symbolic type of theme should be picked to transmit and carry the importance of the week.

There are a great variety of ways to present National Educational Radio and Television Week to the public.

1. Newspapers:

a. Publicize the local station (s) with articles, personality sketches featuring outstanding persons who have contributed so much to the cause of education over the airways, and pictures of studios and broadcasts-in-progress.

b. Publicize the week in trade magazines and journals.

c. Publicize Network programs and programs from national distributors with pictures and publicity releases.

2. Publicize the week in trade magazines and journals.

3. Make pamphlets, window display cards, and attachments for station mailing lists available.

4. Slides and announcements for station break promotions. Possibly having educational stations, ie., radio and television in the same area, compliment each other through cross-promotion.

5. Hold open house at the various radio and television stations, possibly even in the local schools, to invite the public inside to receive first hand ideas of what educational facilities look like and have to offer that they can take advantage of.

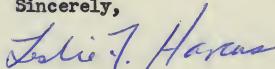
6. Radio and television stations would put their collective best foot forward, programming outstanding features carrying through the professional attitude of the high calibre of educational programming.

There are many additional promotional ideas that can be incorporated. These above mentioned are but a few.

With all stations actively participating the spirit and enthusiasm of such a venture should instill continued high standards and outstanding productions to attract and increase our audience for educational radio and television.

I feel the idea has merit and thus submit it for your reaction and whatever possible action might be taken.

Sincerely,



Leslie F. Harcus
Producer-Director

File - PR Com

INDIANA UNIVERSITY
BLOOMINGTON, INDIANA

RADIO AND TELEVISION SERVICE

August 12, 1960

RECEIVED
NAEB HEADQUARTERS

AUG 16 1960

AM 7 8 9 10 11 12 1 2 3 4 5 PM

Mr. Harold E. Hill
Administrative Vice President
National Association of
Educational Broadcasters
14 Gregory Hall
Urbana, Illinois

Dear Harold:

Thank you for the copy of the letter written you under date of August 8 from Mr. Harcus. I have not changed my mind regarding the lack of feasible and ultimate value of the NAEB embarking on such a Week. In fact, when I made my original reply to Mr. Harcus under date of June 27, copies of the letter were sent to other members of the Public Relations Committee. Those that replied were unanimously in favor of my stand on the subject. Undoubtedly the Week would be flattering to ourselves, but would probably go virtually unnoticed by the vast majority of the public who normally have no feelings regarding educational broadcasting one way or another. To put the thing over even on the basis of providing proper materials for our own member stations as well as back-up publicity in the press, would be enormously expensive in terms of money and manpower that we have available.

Rather than repeat the contents of my letter of June 27, I suggest that you look that over again for a more complete statement of my views.

As you know, I have been Chairman of the present Public Relations Committee for two years and I have been involved, NAEB-wise, in this area off and on for more than twenty years. I have just about come to the conclusion that our most effective public relations are those that can be engendered by each individual member and station plus assists from the various college news bureaus, and releases from the NAEB.

Any public relations venture, whether it involves educational broadcasting or promoting the fluoridation of city water supplies, must be honestly considered in terms of the nation's complete news picture. In the long run, our really national recognition will take place at times that we do things of national interest as evaluated in connection with all other national activities.

Mr. Harold E. Hill

- 2 -

August 12, 1960

Fire me if you want to, but I can't conscientiously go along with a plan that will involve a lot of effort and money with comparatively small results. And, as a parting thought, any time and money we put into this will naturally be taken from some other effort that might be more worthy.

Best regards to you and Dorothy.

Cordially yours,


Elmer G. Sulzer, Director
Radio and Television Communications

EGS:mm

cc: L. F. Harcus
B. Kamins
F. Bouwsma
W. Harley
W. Bender

MICHIGAN STATE UNIVERSITY EAST LANSING

TELEVISION STATION WMSB

RECEIVED
NAEB HEADQUARTERS

AUG 12 1960

AM 7|8|9|10|11|12|1|2|8|4|5|6
PM

August 8, 1960

Mr. Harold Hill
Administrative Vice President
National Association of Educational Broadcasters
14 Gregory Hall
Urbana, Illinois

Dear Mr. Hill:

This is in reference to your letter of July 15 regarding the proposed National Educational Radio and Television week, and the attached copy of Mr. Kamin's letter.

I discussed the letter with Dr. Armand L. Hunter, Director of Michigan State University's Broadcasting services, and he, like I, feel the idea has merit and feel that the best possible month for such a week would still be the month of October when all the majority of educational radio and television stations normally begin fall programming. Therefore, in planning for such a week it would be wise to pick October, 1961, hence, a complete year to plan for such a week.

For an operating budget perhaps agencies associated with television and radio in education would contribute funds, not to mention promotion in their own bailiwicks.

Some of the agencies or educational organizations that might possibly contribute are: NEA, American Association of Land-Grant Colleges and State Universities, American Council on Education, National Educational Television and Radio Center, National Association of Educational Broadcasters, National Association of State Universities, National Congress of Parents and Teachers, National University Extension Association, and possibly the Ford Foundation.

Others might be the American Book Publishers Council, American Library Association, Department of Audio-Visual Instruction, Educational Film Library Association, Electronics Industries Association, National Audio-Visual Association, University Film Producers Association, and Learning Resources Institute.

Mr. Harold Hill

August 8, 1960

Another source of funds might be from electronics manufacturers such as RCA, Westinghouse, General Electric, ect., who supply equipment for educational stations.

In regard to Mr. Sulzer's letter, of July 20, on the project, I agree that the multitude of national weeks are all too prevalent in every category, but I still feel that such a week has merit and with the full support of member stations putting their collective best foot forward, in a strong appeal to the public, the intent and purpose of educational television and radio would be enhanced.

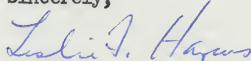
It seems, from the correspondence I have received, that many people in NETRC and NAEB have been toying with the idea of such a week for two or three years but no real research into the validity of such a project has been conducted.

I suggest that a committee be delegated to check into the feasibility of such an idea, to contact ETV&R members for their reactions, and suggestions, and investigate the costs and time involved in such an undertaking.

If the idea proves good, I suggest following through on it. If not, shelve it.

I agree that there are a lot of problems involved in such an undertaking, and hope this letter proves of some possible help.

Sincerely,



Leslie F. Harcus
Producer-Director
LFH/jb

cc: Mr. Elmer G. Sulzer
Mr. Bernard F. Kamins
Mr. Nazaret Cherkezian

~~HEH~~ Our file - PR Com

RECEIVED
NAEB - URBANA

DEPARTMENT OF RADIO AND TELEVISION

INDIANA UNIVERSITY

BLOOMINGTON, INDIANA

SEP 14 1961

PM

7,8,9,10,11,12,1,2,3,4,5,6

September 13, 1961

A

TO: Marye E. Benjamin
Lillian Brown
Frances Butler
Marion Corwell
Harold A. Engel
Roy Flynn
Harold E. Hill
Betty McKenzie
Henry Mamer
Louis Peneguy
Tad Williams
Thomas Petry

FROM: Elmer G. Sulzer

The NAEB Public Relations Committee will have a meeting in Washington in connection with the NAEB Convention on Monday morning, October 23rd. Harold Hill is arranging a room for our meeting, and I am setting the time as 11:00 a.m., hoping that all or most of us can make it by then. I would like to know if you can attend or not, since we may be forced to change this time if it turns out that most of our committee will be unable to get there that early.

Our agenda will include the following:

1. Consideration of a speaker's folio.
2. Consideration of a public relations kit.
3. Consideration of the proposed pin. (Incidentally, I have not received comments from all members of this committee as yet.)
4. Consideration of other proposals that might be presented.
5. Report on what the committee has accomplished to date.

EGS:ve

Scanned from the National Association of Educational Broadcasters Records
at the Wisconsin Historical Society as part of
"Unlocking the Airwaves: Revitalizing an Early Public and Educational Radio Collection."



A collaboration among the Maryland Institute for Technology in the Humanities,
University of Wisconsin-Madison Department of Communication Arts,
and Wisconsin Historical Society.

Supported by a Humanities Collections and Reference Resources grant from
the National Endowment for the Humanities

MITH MARYLAND INSTITUTE FOR
TECHNOLOGY IN THE HUMANITIES

UNIVERSITY OF
MARYLAND

 WISCONSIN
HISTORICAL
SOCIETY

The logo for the Wisconsin Historical Society features a blue shield with a white letter 'W' and the word 'HISTORY' below it.

 WISCONSIN
UNIVERSITY OF WISCONSIN-MADISON

The logo for the University of Wisconsin-Madison features a red shield with a white letter 'W'.

 NATIONAL ENDOWMENT FOR THE
Humanities

The logo for the National Endowment for the Humanities features a green sunburst graphic next to the text "NATIONAL ENDOWMENT FOR THE Humanities".

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